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ABSTRACT

This report provides benchmark data on the effects that the provision of school library resources, textbooks, and other instructional materials under Title II of the Elementary and Secondary Education Act (ESEA) has had on education in the nation's public and private elementary and secondary schools. The passage of Title II of ESEA set the stage for improving the quality of instruction in elementary and secondary schools through increased quantities of instructional materials of high quality. The Title II program consists of two components--acquisition of materials and administration. This survey covering the first three fiscal years of program operation sought answers to these four questions: Is the intent of the statute being carried out? Is the program effective in attaining the goals reflected in the statute? Has the maximum statutory authority been exercised in attaining the goals sought? and Is a revision of the law necessary? Data were collected by means of five survey instruments which were sent to a sample of public school districts in the U.S.: (1) a school district questionnaire, with (2) a public school and (3) a private school supplement; (4) a school principal questionnaire; and (5) a school media personnel questionnaire. Part II of this report provides the survey data in tabular form. (RAO)

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AN EVALUATIVE SURVEY REPORT ON ESEA TITLE II: FISCAL YEARS 1966-1968

PART I

ANALYSIS AND INTERPRETATION

FR007102

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

September 27, 1972

Dear Colleague:

It is my pleasure to transmit to you the attached publication, An Evaluative Survey Report on ESEA Title II: Fiscal Years 1966-68. The report provides benchmark data on the effects that the provision of school library resources, textbooks, and other instructional materials under Title II of the Elementary and Secondary Education Act has had on education in the Nation's public and private elementary and secondary schools.

Although the period covered by the survey is 1966-68, the results are still valid. For example, the data concerning the distribution of materials according to relative need show a weakness in the program still in need of correction. Other data are equally valid and usable.

I hope this information will be of value to you in assessing the impact of this Federal program.

Your continued interest in ESEA Title II is greatly appreciated.

Sincerely yours,

Mary Helen Mahar

Mary Helen Mahar
Education Program Officer

PREFACE

This survey of the title II program under the Elementary and Secondary Education Act covered the first 3 fiscal years of program operation and serves as benchmark data. State departments of education and the staff of large city school districts were involved in the design and conduct of the survey. In addition, professional, technical, and clerical staff in State departments of education and local school districts contributed greatly to the completion of this complex study.

Ilo Remer, Milbrey L. Jones, and Mary Helen Mahar--title II program specialists--compiled the statistical data presented in the tables and wrote the report. For the readers' convenience, the text and tables have been published separately under the general title, An Evaluative Report on ESEA Title II: Fiscal Years 1966-68. This publication contains the text "Part I: Analysis and Interpretation." A set of the survey questionnaires appears in each part as an appendix.

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CHAPTER I

BACKGROUND

Signed into law in April 1965 and funded by Congress the following September, title II of the Elementary and Secondary Education Act (ESEA) became the first program providing direct Federal assistance for the acquisition of school library resources, textbooks, and other instructional materials.1/ During the months before the act was passed, persuasive testimony was presented to the Senate Committee on Labor and Public Welfare and the House Committee on Education and Labor by teachers, librarians, and supervisors of both, as to the growing importance of well-stocked libraries and up-to-date textbooks and related materials. This testimony indicated that research findings showed provision of school libraries to be directly related to academic achievement, to remaining in high school, and to continuing to and in college.

1/ School library resources are books, periodicals, documents, pamphlets, photographs, reproductions, pictorial or graphic works, musical scores, maps, charts, globes, and sound recordings, including but not limited to those on disc or tape; processed slides, transparencies, films, filmstrips, kinescopes, and videotapes, or any other printed and published or audiovisual materials of a similar nature, made by any method now developed or hereafter to be developed, which are processed and organized for the use of elementary or secondary school children and teachers. Textbooks are books, reusable workbooks, or manuals, whether bound or in looseleaf form, intended for use as a principal source of study material for a given class or group of students, a copy of which is expected to be available for the individual use of each pupil in such class or group. Other instructional materials are the same as those listed as school library resources, but are not processed and organized for the use of elementary or secondary school children and teachers.

The report of the Committee on Education and Labor, March 8, 1965, to the House of Representatives of the 89th Congress[2/] justified the need for title II of the Elementary and Secondary Education Act as follows:

> The committee received convincing testimony from educational specialists, both from the field of instruction and library science, as to the growing importance of well-stocked libraries, the services of professional librarians, and up-to-date textbooks and related materials. In an effective program of instruction in all basic courses of academic subjects, good libraries and instructional materials are essential. As one witness stated: "In our research we found that where central libraries are provided in elementary schools with qualified personnel to supervise and direct a program of services, children and teachers alike received a number of benefits otherwise denied them: (1) they had immediate access to a more adequate collection of learning materials both in their classrooms and central libraries... (2) children did more reading and therefore there was less apt to be the significant proportion of nonreaders in schools having central libraries.... (3) greater edu-

2/ 89th Congress, 1st Session. House Report No. 143. Elementary and Secondary Education Act of 1965. Report to accompany H.R. 2362. March 8, 1965. pp. 8-9.

> cational gain between the fourth and sixth grades was found to be associated with those children having access to a central library with a full-time librarian within their school building."
>
> The committee believes not only that there is widespread lack of library resources, textbooks, and other instructional materials in our elementary and secondary schools but also is convinced of the serious consequences to our educational program in the event there is a failure to fill this need.

As a result of the committee's conviction that the testimony validated a genuine need for instructional materials in elementary and secondary schools, title II became a significant element of the Elementary and Secondary Education Act.

The Program Begins

The passage of title II of the Elementary and Secondary Education Act set the stage for improving the quality of instruction in elementary and secondary schools through increased quantities of instructional materials of high quality. ESEA title II is a State plan program. The State plan is the contract or agreement which the U.S. Office of Education negotiates with a State, outlying area, or other Government department for the operation of a program designed to acquire school library resources, textbooks, and other printed and published instructional materials for the use of public and private elementary and secondary school children and teachers.

Fifty States, the District of Columbia, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, and the Virgin Islands participated in the first year's program under approved plans. A plan was approved in fiscal year 1967 for the administration of the title II program in the elementary and secondary schools for Indians administered by the Department of the Interior. The only eligible applicants not participating in 1967 were American Samoa and the children and teachers in the Department of Defense's overseas dependent schools. American Samoa participated for the first time in fiscal year 1970.

Program Components

The title II program consists of two components--acquisition of materials, and administration. The acquisition program includes the purchase, lease-purchase, or straight lease of school library resources, textbooks, and other instructional materials. It also includes the necessary costs of ordering, processing, and cataloging such materials and delivery of them to the initial place at which they are made available for use. Administration includes those executive, supervisory, and management responsibilities vested in the State agency and necessary to carry out State plans. Amounts for administration and acquisition for the first 4 years of the title II program are shown in table 1. 3/

3/ Data for tables 1 and 2, referred to in this chapter, are derived from annual reports of State departments of education on the ESEA title II program. Tables have been published separately as Part II: Tables (OE-72-91 - Part II).

The history of the title II program is one of limited use of Federal funds for administration of the program, the greater emphasis being on acquisition of materials for use by children and teachers in instructional programs. Although State administration of the program was not included as a part of the national survey, it is an important component of the program. As the numbers of public and private school children participating in title II during the first 3 years of the program were respectively 38.6 million, 43.6 million, and 47.7 million, it can be determined that administrative costs for this period ranged from 5 to 9 cents per pupil.

State Administration

Data on the number of administrative, supervisory, clerical, and other positions assigned by the 50 States, the District of Columbia, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, and the Virgin Islands to administer ESEA title II programs in State departments of education are shown in table 2. The increase in positions assigned to administer the title II program from 284 in fiscal year 1966 to 456 in fiscal year 1968 can probably be attributed to an increased effort to provide leadership for the full development of instructional materials services in education. Several States were able to provide school library or media specialists in State departments of education for the first time by virtue of title II. Professional personnel involved in title II have developed programs of service to school administrators, teachers, and school media specialists. In cooperation with State supervisors of

instruction, they have served to improve curriculum and instruction, and to strengthen the contribution of instructional materials to teaching and learning.

CHAPTER II

CONDUCT AND SCOPE OF THE EVALUATION

Objectives of the ESEA Title II Survey

This survey of title II of the Elementary and Secondary Education Act was conducted to answer the following questions after an indepth review of the State-plan program:

1. Is the intent of the statute[1/] being carried out?
2. Is the program effective in attaining the goals reflected in the statute?
3. Has the maximum statutory authority been exercised in attaining the goals sought?
4. Is a revision of the law necessary?

The intent of the statute for title II was, of course, expressed in general terms in the general objective of the Elementary and Secondary Act of 1965: "To strengthen and improve educational quality and educational opportunities in the Nation's elementary and secondary schools."

The expression in Senate and House reports of the great need for increased quality and quantity of instructional materials for public and private school pupils indicates that Congress intended title II to strengthen and improve instructional resources in schools.

1/ Elementary and Secondary Education Act of 1965. Public Law 89-10, 89th Congress, H.R. 2362, April 11, 1965. 32 pp.

The statute included in title II specific provisions by which this intent could be implemented. The survey, therefore, covered the following major aspects of the law:

1. Equitability of the distribution of materials to children and teachers in public and private schools;
2. Implementation of the requirements to distribute materials on the basis of relative need;
3. Maintenance and increase of State and local levels of financial support for instructional materials;
4. Availability of materials;
5. Selection of materials;
6. Standards for materials.

In addition, the need for assessing the effect of the title II program on teaching methods, learning, and achievement was expressed by State department of education personnel and other members of the educational community.

Preliminary Planning for ESEA Title II Evaluation Objectives and Surveys

It was decided to enlist the cooperation of State departments of education and specialists in evaluation in designing strategies for the review of the program.

A small exploratory conference was held by the U. S. Office of Education, July 31-August 4, 1967. Conference participants determined the areas, methods, and objectives of evaluation of the ESEA title II program. The areas recommended were:

1. An evaluative title II survey, national in scope, of which this publication is the report;

2. Case studies of schools with title II special-purpose grants, published in 1969[2/];

3. Case studies of new elementary school libraries developed with title II and other Federal funds in inner-city schools, also published in 1969[3/].

The objectives developed by the conferees for this three-part program of evaluation were:

Major broad objectives

1. To determine the effect of increased instructional materials on the improvement of instruction;

2. To determine the effect of increased instructional materials on pupils.

Specific objectives

1. To assess changes in pupil use of instructional materials, learning skills, and attitudes;

2. To ascertain changing methods of utilization of materials by teachers;

3. To determine whether increased instructional materials have helped teachers to improve their teaching;

4. To find out whether increased instructional materials have contributed to the introduction of newer methodology and curriculum changes in instructional programs;

5. To investigate whether increased instructional materials have affected

2/ Emphasis on Excellence in School Media Programs. Descriptive Case Studies of Special-Purpose Grant Programs. Title II, Elementary and Secondary Education Act of 1965. Washington, D.C., U.S. Department of Health, Education, and Welfare, Office of Education, May 1969. 227 pp.

3/ Descriptive Case Studies of Nine Elementary School Media Centers in Three Inner Cities. Title II, Elementary and Secondary Education Act of 1965. Washington, D.C., U.S. Department of Health, Education, and Welfare, Office of Education, 1969. 200 pp.

a. The programs of service of media centers;

b. The provision of professional, clerical, and technical media staff;

c. The physical environment of the media center.

The conferees also recommended the development of instruments for the collection of data, with a subsequent conference for the purpose of obtaining understanding of and agreement on the instruments and their uses.

Therefore, following the August 1967 conference, draft instruments for the three studies were developed by Office of Education staff. In February 1968, a conference of ESEA title II coordinators, State school media specialists, representatives of concerned professional organizations, and representatives from institutions of higher education was held.

The purposes of this conference were:

1. To gain acceptance for a national plan of evaluation;
2. To achieve consensus on the evaluative instruments;
3. To obtain cooperation in the actual work of evaluation.

After consideration of the recommendations made at the conference, the instruments were revised and steps for implementing the evaluation were begun. The surveys of special-purpose grant schools and schools which had no libraries prior to the ESEA title II program were conducted as case studies by Office of Education staff and consultants from the field.

When a draft instrument had been developed, four regional conferences were held in July 1968 by Office of Education staff with representatives of State departments of education and selected local education agencies, particularly very large school districts. The purposes of these conferences were:

1. To review the draft instrument and obtain suggestions for final changes;
2. To explain the survey design;
3. To enlist cooperation in the conduct of the survey.

Method of Survey

Following these conferences, the survey was conducted during 1968. The data were collected by means of an instrument, refined during the conferences, consisting of five forms sent to a sample of public school districts in the United States: (1) school district questionnaire, including (2) a public school and (3) a private school supplement; (4) a school principal questionnaire; and (5) a school media personnel questionnaire (see forms in Appendix). State departments of education cooperated with the U. S. Office of Education in the distribution of the forms and the collection of the data. The private school supplement was completed by the public agency responsible for administering the ESEA title II program to children and teachers in private schools. The questionnaire for school media personnel was completed by the public school media specialist or another person responsible for activities related

to instructional materials. Definitions of terms used in the forms were provided with each questionnaire.

The Sample

There were 482 school districts in the sample, stratified by enrollment size as shown in Table A. Table B shows the sample design for individual public schools.

Table A.--Sample design for school districts

Enrollment size of districts	Universe	Sample	Inflation factor
(1)	(2)	(3)	(4)
Total.....	11,849	482	---
25,000 and more.	169	163	1.06
5,000-24,999....	1,595	159	10.71
300-4,999.....	10,083	160	61.80

Table B.--Sample design for public schools

Educational level and enrollment size of districts	Universe of schools within the sample districts	Sample schools	Inflation factor
(1)	(2)	(3)	(4)
Total.....	16,954	1,996	---
Elementary....	12,797	1,291	---
Secondary.....	4,157	705	---
25,000 and over....	14,156	664	---
Elementary.....	10,771	442	26.93
Secondary.....	3,385	222	17.23
5,000-24,999.....	2,256	790	---
Elementary.....	1,685	508	41.37
Secondary.....	571	282	23.90
300-4,999.....	542	542	---
Elementary.....	341	341	76.70
Secondary.....	201	201	63.21

The samples were drawn from districts within the 48 contiguous States and the District of Columbia which had participated in the ESEA title II program during one or more fiscal years--1966, 1967, 1968. Within the districts, 1,291 elementary and 705 secondary schools were selected by a random sampling procedure. The response rate for the school districts was 93.2 percent of those sampled. Of the elementary schools selected, 90.7 percent responded, and 87.7 percent of the secondary schools in the sample returned completed questionnaires. Data on private schools were obtained by each school district in the sample completing the form "Private School Supplement."

Scope

For each year of the title II program, State departments of education have provided aggregate data on participants, materials, expenditures, and other pertinent facets of the program, and these data have been published in annual reports for fiscal years 1966, 1967, and 1968. This evaluative report, however, is derived almost entirely from data obtained directly from local school districts.

The survey collected information on those factors of the program which were of greatest significance for the assessment of title II in local situations. Those factors included patterns of distribution of title II funds to public and private school personnel, the purposes for which local school districts and schools utilized the funds, and the impact of the title II program on pupils and teachers and on the administration of instructional materials.

The survey also ascertained to what degree schools were reaching standards of materials, and identified some needs in materials provision not yet met by the program.

In essence, the survey ascertained:

1. The numbers of participants and nonparticipants from the public and private sectors, and reasons for nonparticipation;

2. The relative need factors which local school districts employed to distribute materials to the children and teachers in the public and private schools within district boundaries;

3. Average per pupil expenditure of title II funds in general, and per pupil expenditures categorized by minority and socioeconomic composition of school enrollments; comparison of expenditures from title II with expenditures from other Federal programs and from State and local funds, for instructional materials;

4. Level of attainment toward meeting standards for materials in local schools, and extent of need to achieve standards;

5. Practices in the selection of materials, and roles of school media personnel and teachers in the selection process;

6. Impact of title II on the types and quality of instructional resources made available in schools, and highest priority needs for types of materials;

7. Impact of title II on media services and personnel in individual schools and school districts, and on the organization and accessibility of materials;

8. Impact of title II on pupil and teacher use of instructional materials.

This report describes the degree to which the ESEA title II program, 1966-1968, attained the goals of the statute and objectives delineated by members of the educational community. Data in the report show that maximum statutory authority has been exercised both in State

administration and in the expenditures of funds for instructional materials for the use of public and private school children and teachers. There are some indications that broadening the legislation to include provisions such as media personnel, and tightening the implementation of such statutory requirements as relative need, would make the program more effective in attaining the goals.

CHAPTER III

PROGRAM PARTICIPATION

Participation of Public School Children and Teachers

In the 1965-66 school year, 82.6 percent of the 39.8 million eligible public elementary and secondary school children participated in the ESEA title II program. In the next 2 fiscal years the number of eligible children increased, and so the percentage of those who participated in the program. By the 1967-68 school year, nearly 95 percent of the 42.1 million eligible students were participating (table 3).

While there is no noticeable relationship between enrollment size of school districts and title II participation in the last 2 years, in 1965-66 the proportion of participating children enrolled in schools in smaller school districts was significantly lower than in other enrollment categories. The nearly 40 million public school children who participated in 1967-68 were enrolled in 93 percent of the 79,629 public schools in which children and teachers were eligible to receive title II benefits (table 4).

In 1967-68, 1.7 million public school instructional personnel participated in the title II program. This number represents an increase of almost 26 percent over the 1965-66 figure (table 5).

Participation of Private School Children and Teachers

A decreasing number of private elementary school pupils participated in the title II program in the 3 fiscal years under considera-

tion (table 6). In the private secondary schools, however, the trend was reversed. Yet the proportion of elementary school pupils participating (out of those eligible) is greater in each year than the proportion of participating secondary school pupils. About 94 percent of eligible private school children benefited from the title II program in 1967-68 as against 92.8 percent the preceding year, and 93.5 the year before. The 5.5 million private school pupils who participated in title II in 1967-68 were enrolled in 87.2 percent of the 17,063 private schools in which pupils and teachers were eligible to receive title II benefits; this compares with 85.4 percent in 1966-67 and 80.1 percent in 1965-1966 (table 7).

In 1967-68, 204,846 private school instructional personnel participated in the title II program, an increase of 9 percent over 1965-66 (table 8).

Nonparticipation

Only in the first year of the program were significant numbers of eligible children not served because of State plan provisions or on the basis of relative need. This is probably so because in that first year, many of those schools did not have sufficient lead time to develop applications. As is apparent in tables 9 and 10, the number of nonparticipating schools decreased in each successive year of the title II program, except elementary schools in larger districts (those with enrollments of 25,000 or more). Relatively few public schools failed to participate because of inability to meet State plan require-

ments or on the basis of the relative need of their children and teachers for materials.

Reasons for nonparticipation of children and teachers in private elementary and secondary schools in 1967-68 (table 11) followed the same general patterns. Reasons supplied for failure of both public and private school officials to submit applications for materials were:

- Lack of personnel to complete the paperwork required;
- Small amounts of materials allocated for the use of their children and teachers not worth the effort of applying;
- Disinclination to accept Federal aid;
- Noncompliance with title VI of the Civil Rights Act of 1964.

CHAPTER IV

RELATIVE NEED

The relative need requirement in title II is significant. Because of the relative need requirement, several million children who had been without school library resources were provided them for the first time after the enactment of title II. Regulations provide for the distribution of the title II materials to children and teachers participating in the program on the basis of their relative need for school library resources, textbooks, and other instructional materials already available to them measured against qualitative and quantitative standards, and in relation to the materials available to children in most favored schools.

State departments of education administering the title II program collect data by surveys of schools and school districts to determine the quantity and quality of materials currently available. In seeking to establish relative need, they also rely on the judgment of experienced supervisory personnel concerning other factors in educational programs important in the identification of need for instructional materials.

Relative Need Factors Applied by States

State departments of education use varying criteria for relative need. These have included factors listed in the Regulations: requirements of elementary and secondary instruction, quality and quantity of materials available, requirements of children and teachers in special or exemplary instructional programs, cultural or linguistic needs of children and

teachers, degree of economic need, and degree of current and previous financial effort for providing instructional materials in relation to ability.

Title II State plans set forth the relative need factors used in allocating the school library resources, textbooks, and other instructional materials made available under the program. During the first year of operation of the program some States experienced problems in determining precise criteria for relative need because of lack of data on existing instructional materials in schools and lack of time to collect and analyze such data and to develop or revise standards. These difficulties account for the large number of States using a per pupil basis, various equalization formulas, and other economic considerations as major indexes of relative need. The revisions of State plan provisions made during 1967-68 included to a much greater extent such factors as local effort for instructional materials in relation to financial ability, quantity of materials available in schools compared with standards, special needs of pupils, and numbers of pupils in low-income families.

Relative Need Factors Applied in Districts

Using State department of education guidelines, local school districts exercise discretion in the placement of resources where the needs are greatest.

For purposes of this study, the larger number of relative need factors frequently used by the States for allocating title II funds to school districts were merged into eight inclusive factors. Districts

were asked to rank the three most important used in 1965-66 and 1967-68 as a basis for making title II resources available to children and teachers in public elementary and secondary schools (tables 12-17).

The data thus collected show important shifts, but it is necessary to understand their scope and their limitations. In each category of materials (i.e., school library resources, textbooks, other instructional materials), the factors applied to elementary schools differed from those for secondary schools. It is thus evident that the individual needs for materials at each grade level were taken into account. On the other hand, in most instances in this application of relative need in the districts, only a per pupil basis was used at each level and no consideration was given to possible differentiation from school to school. This use of a per pupil allocation might be justified on the ground that all children in the school districts had unmet needs for instructional materials.

Allocating School Library Resources in School Districts

There is a marked similarity in the importance assigned in 1965-66 to "per pupil basis" and "other" as factors for distributing school library resources in elementary and secondary schools (tables 12 and 13). "Other" included economic considerations, basic minimum grants per district or school, priority for elementary schools, and value judgments of school personnel.

By 1967-68, however, emphasis in secondary schools had shifted to "curriculum need," "per pupil basis," and "need for basic collection for new media center," in that order. In elementary schools in 1967-68,

"per pupil" remained highest overall, but "curriculum needs" rose significantly from 0 to third place.

The high priority assigned by school media personnel to the need for "library books for basic collections" in elementary schools (table 46) was not among the factors used by local school administrators for determining distribution. "Need for basic collection for new media center" was not reported at all as a factor at elementary and secondary school levels in 1965-66, and was mentioned only a few times for 1967-68. "Need for basic collection for new media center" was rated third in importance, however, for secondary schools in 1967-68. In all probability, the reason for this was the need for the addition of audiovisual materials to already existing media centers to form an integrated collection of print and nonprint materials.

Allocating Textbooks

The relative need factors used for allocating textbooks in public elementary and secondary schools in 1965-66 reflect major stress placed on "per pupil basis" (tables 14 and 15). "Special needs of pupils" was employed to a significant degree for elementary and secondary schools in the first year of the program; and for secondary schools, "quantity of materials available in school" was a significant factor the first year.

"Per pupil basis" continued to be dominant for elementary schools in 1967-68, but for secondary schools that factor was replaced by "curriculum needs" as the one most often reported. In both elementary and secondary schools in that year, "need for basic collection for new media center" was applied a number of times in allocating textbooks.

In schools with inadequate instructional materials, reliance is placed on the use of basic textbooks as the primary source of study materials; therefore, the use of "need for basic collection for new media center" may indicate a lack of both textbooks and media center materials.

Allocating Other Instructional Materials

In 1965-66, "per pupil basis" was again the most frequently cited factor for allocation of "other instructional materials" in both elementary and secondary schools (tables 16 and 17). "Curriculum needs" was reported a significant number of times for secondary schools; for elementary schools, "special needs of pupils" took higher precedence. In contrast, "special needs of pupils" was not reported at all in secondary schools.

Significant changes in emphasis can be noted by 1967-68, when the "need for basic collection for new media center" became the most frequently cited factor at both levels. Since a major part of the expenditures in the "other instructional materials" category was devoted to audiovisual materials, the "need for basic collection for new media center" indicates large deficiencies in quantities of nonprint materials in reporting districts.

Allocating School Library Resources, Textbooks, and Other Instructional Materials in Private Schools

Agencies assigned responsibility for making allocations of school library resources, textbooks, and other instructional materials for the use of children and teachers in private elementary and secondary schools were asked to rank the three relative need factors given most importance

in 1967-68. In most cases, the agency was the local school district.

Although "per pupil basis" had overall highest ranking in allocating school library resources and was frequently reported for textbooks as well, "special needs of pupils," "amount of materials now available in school," and "curriculum needs" were also considered significant for both textbooks and other instructional materials (table 18).

Other Evidences of Application of Relative Need

The operation of the relative need factor is evident in the number of children participating in the title II program in certain States and in the priorities given varying types of materials and grade levels. In Kansas, for example, only a very small number of secondary school pupils participated in the program in two fiscal years because title II funds were used so extensively to provide school library resources critically needed for elementary school pupils.1/

The operation of the relative need factor among the three categories of materials has caused emphasis to be placed on school library resources in response to the priority of need established in State and local education agencies. Of the $243.5 million expended for school library resources, $112.2 million or 46 percent was used for elementary school library books, reflecting the acute need for these materials as well as the larger number of elementary school pupils who participated in the program.

1/ Data in this section are derived from State department of education reports.

Relative need for audiovisual materials is reflected in the increase each year in the amount spent for them--from $19.4 million in fiscal year 1966 to $24.5 million in fiscal year 1968.

The relative need factor concerned with the requirements of children and teachers in special or exemplary instructional programs has been implemented in some States through special-purpose grants under title II. The special-purpose grants have been used to demonstrate superior media programs and to provide specialized materials needed in school programs of innovative curricular and instructional techniques. About 1,000 special-purpose grants were funded in the years 1966-68, with expenditures for the materials acquired totaling about $21 million.

CHAPTER V

STANDARDS AND THE ESEA TITLE II PROGRAM

One of the requirements for State participation in the ESEA title II program is the development, revision, dissemination, and evaluation of standards for school library resources, textbooks, and other instructional materials. A U.S. Office of Education survey published in 1964 had reported that three States--Alaska, Massachusetts, and Utah--and the Virgin Islands lacked school library standards for elementary and secondary schools.[1/] Criteria for selection of textbooks are employed by many States; however, the number of States with standards for textbooks is not known.

The purpose of standards in the title II program is to establish quantitative and qualitative measures to set new or revised levels in requirements for materials. These set minimum levels below which no instructional program can be effective and stimulate efforts to go beyond minimum standards toward excellence in educational opportunity. Standards have been used in the title II program to determine the relative need of school children for school library resources, textbooks, and other instructional materials, and to establish relative need formulas for the distribution of materials.

In this survey, State and national standards for school library resources were used in one item on the School Media Personnel Question-

1/ Darling, Richard L. Survey of School Library Standards. Washington, D.C., U.S. Department of Health, Education, and Welfare. 1964. p. 175.

naire as a base to assess the quantity and quality of materials available prior to 1965, and the effect of the ESEA title II program in increasing the quantity and quality of these materials. Continuous analysis of materials available and the application of standards provide bases for identifying additional needs.

For example, if the 1960 national standard for printed and audiovisual school library materials of $13 per pupil had been met for the 43.6 million pupils participating in ESEA title II in fiscal year 1967, more than $566 million would have been needed. Title II contributed $83.8 million for books and audiovisual materials, or $1.92 per pupil. State and local funds contributed a total of $153 million or $3.43 per pupil. The gap in expenditures for instructional materials in fiscal year 1967 was therefore some $330 million.

In 1965, when the title II program became operative, a large majority of school districts owned fewer than 11 items of instructional materials (books, audiovisual, and other printed and published instructional materials) per pupil. As may be seen from table 34, by 1968, with the aid of title II, these collections were supplemented with up to five trade books per pupil, up to five audiovisual items per pupil, and up to five periodical or newspaper subscriptions. In a very few districts where fewer than six items of instructional materials per pupil were owned in 1965, six to 10 trade books were made available under title II in addition to the other items. These data indicate some effort to place materials acquired with title II funds in districts with smaller quantities of materials; however, the high percent of districts with fewer than 11

items per pupil in 1965 and the relatively small number of items provided under title II indicate that a generally acute need for materials continues to exist in nearly all districts.

Separate analyses were made of title II acquisitions in schools with enrollments of children from minority groups. What can be ascertained from the tables in this group (35 and 36) is that the schools provided little more than one library book, and somewhat less than one audiovisual item per pupil, 1965-1968, regardless of racial or ethnic background of the pupils.

School Levels and Standards

In June 1968, a larger proportion of secondary schools met both State and American Library Association[2/] quantitative standards than did elementary schools (tables 37 and 38). This is undoubtedly accounted for by the fact that secondary school accreditation standards have for some time included quantitative levels for library materials, while elementary school accreditation is a more recent development.

Size of school (by enrollment) does not appear to have been a factor in determining the proportion of schools meeting quantitative standards (either State or ALA). State standards were lower than ALA, and higher proportion of reporting schools met State standards than

2/ American Association of School Librarians. Standards for School Library Programs. Chicago, American Library Association, 1960.

did ALA level in four components: numbers of library books, audiovisual materials, and periodicals; and annual per pupil expenditure for books and audiovisual materials.

More than 50 percent of elementary and between 23 and 54 percent of secondary schools failed to meet State standards in one or more of the four components. For American Library Association standards, the proportion of schools varied from 45.1 percent not meeting the standard for annual per pupil expenditure to 95.2 percent not meeting the standard for number of periodicals. About 68 percent of elementary schools in districts enrolling 25,000 pupils and over did not meet State standards for number of audiovisual items; almost 90 percent of elementary schools of this size did not meet American Library Association quantitative standards for audiovisual materials (table 38).

CHAPTER VI

EXPENDITURES FOR INSTRUCTIONAL MATERIALS

Enrollment Size of School Districts and Average Per Pupil Expenditures Under ESEA Title II, 1967-1968

The per pupil expenditure from ESEA title II in 1967-1968 ranged from 0 in 124 of the smallest districts (those with enrollments under 1,200) to more than $7.00 per pupil in 62 school districts enrolling 1,200-2,999 pupils. It is interesting to note that while more than 300 of the smaller districts spent more than $4 per pupil, no district of over 12,000 pupils, and only 343 out of 10,639 districts of any size, spent more than $3.50 per pupil (table 19).

School District Per Pupil Expenditures from ESEA Title II for Public and Private School Pupils, 1967-1968

More than 80 percent of all school districts spent $1.01-$3 in ESEA title II funds per public school pupil. Of the districts providing materials for private school pupils under ESEA title II, about 82 percent were spending $1.01-$3 per private school pupil as well (table 20).

Statistical reports from State departments of education providing information on ESEA title II expenditures for public and private school pupils indicate that instructional materials provided under title II are being distributed to private school children on an equitable basis (tables 20 and 21).

School District Per Pupil Expenditures by Minority Group Enrollment, 1967-1968

The data on school district per pupil expenditure under ESEA title II, 1967-1968, were studied in relation to the percentage of minority group

pupils including Negroes, Orientals, and Spanish-surnamed children of Cuban, Mexican, Puerto Rican, Spanish, and Latin American descent enrolled in participating districts (tables 22A-22G). These data are somewhat more significant in relation to Negro pupils than to other minority groups because of the relatively small number of the others in elementary and secondary schools. There were Oriental children, for example, in only about 12 percent of the districts included in the survey (table 22B).

Of the school districts in the survey with 0-10 percent Negro enrollments, 4 percent spent more than $4 per pupil from title II funds while of the districts with 11-50 percent Negro enrollment, only 0.7 percent spent this amount. Of districts with more than half Negro enrollment, not one spent more than $3 per pupil.

Some districts with no minority group enrollment other than Negro spent $4.01-$7 or more per pupil from title II funds in 1967-68. In districts with minority group enrollments other than Negro, however, per pupil expenditure from title II funds in no instance exceeded $4 and in the great majority of districts did not exceed $3.50 (tables 22A-22G).

School District Per Pupil Expenditures from ESEA Title II by Socioeconomic Groups, 1967-68

A very large majority of the school districts of the survey had some children of families in the professional, technical, managerial, and white collar worker categories (table 23D). The largest number of districts spending more than $7.01 per pupil was in the category with

10 percent or fewer of children from professional families (table 23D, column 4), although many more districts in this group spent from $1-$3.50. There is nevertheless some indication that relative need formulas based on economic need were operative here, since districts with a low percentage of children of professional, technical, managerial, and white collar workers tended to receive more title II funds than those with a higher percentage of children from this economic level.

The expenditures of most nonrural districts with pupils from lower income levels fell largely within the $1-$3 range, although there were some instances where the expenditure went as high as $7 per pupil (tables 23A, C, F). The districts with children of agricultural workers reported their table II expenditures within the $1-$3.50 bracket (table 23E). Relatively few districts reported large numbers of farm migrant children (table 23B).

Only 17.4 percent of the districts reported concentrations of welfare children above 10 percent. The pattern of title II expenditures among the 7,713 districts having up to 10 percent welfare children among their enrollments is somewhat more erratic then those with numbers of lower income level pupils, or even rural and migrant children. Most of the expenditures fell within the $1-$2.50 range, but there were some expenditures of over $7 per pupil.

Expenditures for Materials With Funds From All Sources, 1965-1968

Since title II is to supplement funds from State and local sources and not to supplant them, the expenditure pattern of funds from these sources is significant. For example, 79 percent of the more than 10,000

districts reporting showed title II expenditures in the $1-$2.50 span. State and local outlay in fewer than half the districts ranged from $0-$5 and from $5.01 to more than $15 in 56 percent of the districts (table 24). There were 250 districts (2.3 percent) showing no State or local expenditures (table 27). Expenditure data on table 24 point up the fact that "degree of economic need" used frequently by State departments of education as a relative need factor does not reflect precisely enough amounts spent from State and local sources for instructional materials. Therefore, as shown in table 24, school districts which spent rather low amounts from State and local sources for instructional materials did not receive relatively higher amounts from ESEA title II.

School library materials are also acquired with Federal funds other than those under title II. The chief sources of such moneys are ESEA title I and NDEA title III; the interrelationships may be seen in tables 25 and 26. Some 2,800 districts (26.6 percent of those reporting) indicated no use of other Federal funds for school library acquisitions in 1967-68 (table 26).

Analysis of these reports indicates that recognition of continuing and widespread need for instructional materials induced school districts to use funds from all sources at a relatively low per pupil rate. For example, the thousand school districts receiving $1.51-$2 per pupil from other Federal sources (table 26), in most cases, spent $0.51-$3 from ESEA title II; only 73 districts went over $3. About 1 percent--127 districts--bought no instructional materials with funds from any source (tables 26-28). The varying amounts of title II

funds allocated in each expenditure category of State and local funds and other Federal sources, however, demonstrate that the distribution of title II funds was not based solely on financial criteria.

State and Local Efforts

The data collected in this survey provide clear evidence that ESEA title II programs stimulated State and local support for instructional materials in elementary and secondary schools. In 1964-1965, before title II, nearly 17 percent of the school districts were spending $6-$12 per pupil for all school library resources and other instructional materials. After enactment of ESEA in April 1965, the proportion of school districts spending $6-$12 amounts rose to more than 26 percent in 1967-68 (tables 31A and 31B). The proportion spending more than $12 per pupil for these materials went up from 20.5 percent in 1964-65 to 27.3 percent in 1967-68. At the same time, the number of districts that in the earlier period had spent $0-$2 fell from 2,383 to 1,384. The number spending more than $14 per pupil rose from 1,455 to 2,425. But there was no consistent pattern of change between expenditures in 1964-65 and 1967-68 (table 31A).

Outlays for textbooks showed a different picture (table 31B). The number of districts that spent less than $6 per pupil fell from 7,231 in 1964-65 to 6,328 in 1967-68. The number spending between $6 and $14 per pupil rose from 3,062 in the earlier period to 4,107 in the later. The number of districts which spent more than $14 dropped from 531 in 1964-65 to 389 in 1967-68. School districts spending very large amounts for the types of media included in the school library

resources and other instructional materials tended to spend less for textbooks. It is probably true that teachers in these districts relied less on textbooks and more on other printed and audiovisual materials as a source for study information.

National Standards and Recommended Expenditures

In 1960, the American Library Association (ALA) published Standards for School Library Programs, developed by the American Association of School Librarians. It included, for example, a level of $4-$6 per pupil annual expenditure for library books in schools having 250 or more pupils, and $2-$6 for audiovisual materials. For printed materials other than library books, professional opinion provides an estimate of $1 per pupil and for textbooks, $12. Listed below are these amounts:

Books	$6 per pupil
Audiovisual materials	$6 per pupil
Textbooks	$12 per pupil
Other	$1 per pupil
Total	$25 per pupil

As we saw in table 27, more than half the reporting districts (5,758 out of 10,828) spent from $5 to over $20 per pupil for instructional materials out of State and local funds in 1965-1968. (Of these, 10 percent exceeded $20.) By 1967-1968, title II had enabled districts

to add an average of $2.50 to this per pupil outlay.

This meant, nevertheless, that relatively few of the districts met the 1960 national standard for school library resources and audiovisual materials plus desirable expenditures for textbooks (aggregating $25 per pupil). Only about 11 percent could be construed as being within reach of the suggested level. Even when all funding sources were totaled, about 85 percent of the districts failed to meet this standard.

Proportion of Funds From All Sources Used for Instructional Materials

Of the 10,824 reporting school districts fewer than one-fourth of one percent spent more than 10 percent of their total budgets from all sources for instructional materials other than textbooks in either period under consideration-- 1964-1965 or 1967-1968. In the case of textbooks, fewer than 1.5 percent spent more than $10 in the earlier period; in the later period, it was fewer than 1 percent.

The greatest number of districts-- 10,126 in 1964-1965 and 9,853 in 1967-1968-- reported spending 2.5 percent or less of their total resources for textbooks; for other instructional materials, 10,616 spent up to $5 in the first period, and 10,646 went that high in the second period.

(There had been no standard recommended by anyone at that time for a desirable proportion of school budget to be spent for instructional materials.) It was not until 1969 that any valid comprehensive figure was attempted. In that year, the American Association of School Librarians and the Department of Audiovisual Instruction (DAVI) of the National Education Association (NEA) in cooperation with 28 other organizations,

produced Standards for School Media Programs.[1/] This suggested that "to maintain an up-to-date collection of materials" in a school media center "not less than 6 percent of the national average for per pupil operational cost" should be spent per pupil per year. NEA's Estimates of School Statistics (published annually) reported that in 1967-1968 the national average per pupil expenditure was $612. For 1967-1968, then, the 6 percent suggested minimum outlay per pupil for instructional materials should have been nearly $37. (Only about one percent of the reporting school districts were in the 6-percent range.)

Estimates of Needs for Instructional Materials

To provide adequate quantities of school library resources, textbooks, and other instructional materials, a majority of school districts (65 percent) indicated needs ranging up to an additional $7.00 per pupil; the remaining districts noted needs from $7.01 to more than $30.00 per pupil. Nearly 61 percent of school districts reported need for additional textbook expenditures up to $3.00. (Fewer than 7 percent of school districts reported need for more textbook expenditures above $11.00 per pupil.) The very modest need reported for funds for "other instructional materials" may be accounted for by the growth in the number of centralized school media centers and the fact that this category is excluded from title II eligibility in 23 States.

1/ American Association of School Librarians and the Department of Audio-visual Instruction of the National Education Association. Standards for School Media Programs. Chicago and Washington, American Library Association and National Education Association, 1969. p. 35.

CHAPTER VII

SELECTION OF MATERIALS PURCHASED WITH TITLE II FUNDS

Selection Practices

Criteria for the selection of materials eligible in the title II program are set forth in the State plans submitted to the U.S. Office of Education, and State or local public agencies have ultimate responsibility for selection. The criteria are designed to ensure that materials are of high quality, contribute substantially to instructional programs, and meet the varying needs of pupils and teachers. Policies that shape the selection of materials purchased under ESEA title II have varied to some extent; however, more than 64 percent of the schools surveyed reported use of standard selection tools and/or reviewing media and professional bibliographies, with teacher and curriculum personnel involvement (table 39). More than half the schools reported that they were able to review materials before ordering; the small proportion of schools selecting materials exclusively from approved State or district lists reflects the decline of this practice.

Fewer than 4 percent of schools reported following none of the common practices--use of approved State or district lists, standard selection tools and/or reviewing media, professional bibliographies, review of material before ordering, selection by teachers and other instructional personnel--in selecting textbooks and other instructional materials.

Selection Role of Media Personnel and Teachers

The involvement of school media personnel in selection of library

resources purchased with title II funds was substantial (table 40). In only about 3 percent of the secondary and 6 percent of the elementary schools did they have no role or play a minor role in the selection process. Media staff in 12,168 secondary schools helped develop a collection of materials for the school media center exclusively; they worked with their counterparts in school districts in developing a collection for the district as a whole in 5,904 schools. Comparable figures for elementary schools are 19,517 and 18,706. Six percent of the media staff in elementary and 3 percent in secondary schools still played a minor role or no role at all in selection. Methods of administering other instructional materials, which are usually classroom collections, varied from school to school; however, table 40 indicates that in a limited number of schools, media staff bore some responsibility for the selection of these materials.

Classroom teachers, too, had a substantial share in the selection of library resources for the local school media center in 34,645 elementary and 15,965 secondary schools, and suggestions for developing collections of materials for the district as a whole were made by teachers in 23,309 schools. In 34,404 schools--proportionally more in secondary than in elementary--teachers systematically reviewed and examined library resources in order to evaluate them before purchase (table 41). In comparison, however, few of the schools reported the teacher role in choosing printed and audiovisual materials not circulated from the media center. It is significant that in 1,748 schools, teachers had no role or only a minor role in choosing textbooks.

CHAPTER VIII

CHANGES IN MATERIALS INFLUENCED BY TITLE II AND PRIORITY NEEDS FOR MATERIALS

Types of Materials Provided for the First Time Under ESEA Title II

Various kinds of instructional materials which were not available to many elementary and secondary school children and teachers before 1965 became accessible for the first time under the ESEA title II program. These included newer sorts of audiovisual aids such as transparencies and 8mm film, as well as more traditional items such as maps, globes, and periodicals. (While it is true that these materials were available in some schools before 1965, it is equally true that some elementary and secondary school children still do not have access to the variety of materials required for teaching and learning.)

Transparencies have become a popular tool for many classroom teachers because of their flexibility of use, ease and economy of production, and increasing commercial availability. Title II made transparencies available for the first time in 37 percent of the elementary and secondary schools surveyed (table 42).

Filmstrips have also found wide acceptance in teaching and learning. They are used in classrooms and media centers, especially in elementary schools, and are particularly well suited to individualized study. Twenty-two percent of the schools reported that filmstrips became available to them for the first time under title II. Picture sets, tape and disc recordings, and to lesser extents paperback books, art prints, periodicals, and globes and maps found their way into schools for the first time by reason of title II.

Research reports, reports on experimental or innovative programs, professional journals, microfilm, and musical scores were introduced for the first time in a small number of schools. These are for the most part professional materials and it is probable that such items are purchased more commonly for district or regional media centers than for local schools.

Although microfilm is growing in use as a means of storing and retrieving certain types of information, only 9 percent of secondary schools and 2.3 percent of elementary schools reported title II as the agent of their introduction to this medium.

Adequacy of Equipment for Use With Audiovisual Materials

In the 1960's local education agencies showed increasing interest in developing unified school media programs where a full range of materials could be organized and made accessible. The 1969 preparation of joint ALA-DAVI media standards contributed to this interest.

Appropriate and adequate equipment is needed to implement the multimedia approach which good teaching and effective learning require, particularly in schools where individualized instruction and independent study are the rule.

Title II funds may not be used for purchase of equipment, even that essential to use of eligible materials. Such equipment may, however, be bought with other Federal funds; title III NDEA, for example, is specifically intended for such acquisitions in furtherance of instruction in academic subjects. This survey did not explore the extent of coordination between title II and other programs for purposes of acquiring equipment, but

title II annual reports to the U.S. Office of Education disclose a high degree of coordinated planning to this end.

Still, audiovisual equipment was reported inadequate by a substantial percentage of surveyed schools: 23 percent lacked adequate motion picture equipment; 25 percent had insufficient filmstrip projectors; about 42 percent had inadequate disk and tape recorders; and nearly 63 percent lacked appropriate equipment for programed materials (table 43).

Impact of Title II on Quality of Materials

A substantial percentage of responding schools were able to report that title II was responsible for improvement in the quality of their instructional materials. Just under 60 percent declared this was the case for printed materials and more than 60 percent held it true for audiovisual matter (tables 44A and 44B). An effort to relate such change to percent of enrollment which was Negro provided little difference in percentages (table 45).

Ranking of Priority Needs

Respondents in the survey were given a list of types of instructional materials identified by purpose:

1. For the handicapped
2. High-interest low-vocabulary
3. For teaching English as a second language
4. Which foster intercultural understanding
5. For advanced placement or independent study
6. For basic collection (library books)
7. Supplementary textbooks
8. Audiovisual, for individual pupil use
9. Audiovisual, for classroom use by teachers
10. Programed materials
11. Other.

School media personnel were asked to rank their schools' three highest priority needs. In both elementary and secondary schools, high-interest low vocabulary items, basic collection library books, and individual use of audiovisual materials led the lists. The rank order of the 11 categories in percentages of total responses for the two levels follows:

Materials	Elementary	Secondary
High-interest low-vocabulary	20.95%	18.95%
Basic collection library books	17.59%	16.60%
Individual-use audiovisuals	16.49%	17.95%
Teacher-use audiovisuals	9.93%	13.82%
Intercultural understanding	9.22%	7.60%
Advanced placement; self-study	8.59%	11.85%
Programed materials	5.95%	4.75%
Supplementary textbooks	5.09%	3.60%
For the handicapped	3.63%	2.81%
For English as second language	2.36%	2.12%
Other	0.32%	0.80%

(These priority rankings are expressed in other ways in tables 46 and 47.)

The fact that 31,434 specialists in elementary schools (nearly 21 percent of those reporting) and 10,713 in secondary schools (19 percent) elected "high-interest low-vocabulary materials" as first, second, and third priority needs for instructional materials is a strong indication that improvement of reading is a major problem in elementary and secondary schools, and underlines the essentiality of the Right-To-Read effort.

Since, prior to inception of the Elementary and Secondary Education Act in 1965, 69 percent of public elementary schools had no libraries, it is also of interest that 26,338 respondents in elementary schools gave high place to "library books for basic collection." ESEA title II does not in most instances yield sufficient funds to establish basic collections

to which books are added annually. It is, therefore, understandable that at the end of 3 years of the program, basic collections remain a continuing need.

Changes in Quality, Quantity, and Relevance of Instructional Materials

In order to assess the degree of change, school personnel were asked to rate as excellent, good, fair or poor their school library resources and other instructional materials on these characteristics in the two periods under consideration:

- relevance to units of study and/or curriculum;
- relevance to pupil needs;
- timeliness (materials are up-to-date);
- quality of content;
- quality of format
- sufficiency (quantity of materials);
- variety (different types of materials).

Printed Materials

Printed materials in schools were rated higher in 1964-65 than audiovisual media in all characteristics except sufficiency, which about one-third of the elementary and one-fifth of the secondary schools called "poor" (tables 48A and 48G). In elementary schools, the characteristics of relevance to curriculum and to student needs, timeliness, quality of format, and variety failed to reach 5 percent in 1964-65; by 1967-68, printed

materials had improved so that in at least 13 percent of the schools a rating of "excellent" in 6 characteristics was achieved (tables 48C and 48D). Sufficiency was "excellent" in only 9 percent of the elementary schools and "good" in only 37 percent by the later year.

Printed media in secondary schools were given somewhat better ratings in 1964-65 and also in 1967-68 than were elementary schools (tables 48G and 48H). In the later year, the quality of secondary materials had improved in about half or more (except for the characteristic of sufficiency). By 1967-68, sufficiency in printed media was rated "excellent" in only 10 percent and "good" in about half of the secondary schools.

Audiovisual Materials

On the matter of relevance to curriculum or students needs, only small percentages of respondents said "excellent" in 1964-64: about 2 percent in both elementary and secondary schools (tables 48A and 48E). By 1967-68, this proportion had risen to over 16 percent in elementary and nearly 10 percent in secondary schools (tables 48B and 48F). On no score (timeliness, quality, sufficiency, variety) did audiovisual materials receive a rating as high as 4.2 percent for excellent in 1964-65. By 1967-68 "excellent" was the rating in as many as 25 percent of the responses.

CHAPTER IX

CHANGES IN MEDIA SERVICES AND THE INFLUENCE OF TITLE II

The title II program placed new responsibilities on both school district and school media staff and other school personnel to provide additional services to schools such as leadership, guidance, and assistance in the selection, acquisition, organization, and use of instructional materials.

For example, to prepare approvable project applications requesting the use of materials provided under title II, particularly where such materials had not previously been available, it was necessary to study the educational requirements of the children and teachers who would use the materials, establish priorities for various types of materials by subject areas and levels of instruction, and select and order materials. The establishment of new school media center collections under ESEA title II and the improvement of existing ones, combined with the accelerated development of unified media programs, contributed further to the need for coordinated school district media support, such as consultant services, centralized ordering, processing services, and maintenance of a school district media center.

School District Media Services

In a 1960-61 survey of 636 school districts, 4 percent reported that they provided central office professional media services to schools.[1/]

1/ Mahar, Mary Helen. Statistics of Public School Libraries, 1960-1961. Part II Analysis and Interpretation. Washington, D.C., U.S. Department of Health, Education, and Welfare, Office of Education. p. 10

In 1964-65 there were 3,674 school districts initiating or expanding one or more services; this number increased to 5,173 by 1967-68 (table 49). More districts began providing or increased their centralized ordering and processing services in 1967-68 (5,173) than consultant services (2,745), circulation of instructional materials (4,051), or a curriculum laboratory or media center for professional personnel (2,452). The greatest increase in each of 3 years, 1965-66--1967-68, occurred in districts enrolling 300 to 4,999 pupils

The influence of title II was reported as "substantial" or "moderate" in about one-third or more of the districts except for the maintenance of a curriculum laboratory or media center for professional personnel where it was only 28 percent.

Of the more than 73,000 schools surveyed on this point, substantial numbers reported for 1967-68 receiving (in descending order) centralized ordering services (67.2 percent), circulation of instructional media from a district center (60.5 percent), centralized processing of materials (57.2 percent), consultant services (54.3 percent). Forty-five percent reported maintenance of a curriculum laboratory or a media center for professional personnel (table 50).

Elementary schools fared better than secondary schools in all respects, though the ranking of services was consistent at both levels with the totals mentioned. As might have been expected, larger school districts (enrollment of 25,000 and over) reported highest proportions of all centralized services, but perfect consistency ends there. The smallest districts (fewer than 5,000 enrollment) did better than the medium-sized districts in respect of centralized processing. Elementary

schools, with three exceptions (all in the largest districts) did better than the secondary schools. The range of difference was on maintenance of curriculum laboratory or professional media center: in the largest secondary schools, 75.4 percent reported their existence; only 26.2 percent of the smallest secondary school could so report (table 50).

School District Media Personnel

From 1964-65 to 1967-68, school media personnel increased (in the districts surveyed) 44.7 percent (table 51). Technicians showed the greatest increase (59.0 percent) with media aides a close second (58.5 percent). The smallest relative increase was in media supervisors (30.9 percent). In this case, it was the medium-sized school districts that nearly consistently showed the largest percentage increase. The sole exception was in the case of technicians, where the smaller districts (fewer than 5,000 enrollees) showed a 100-percent growth.

The influence of title II in the increase of personnel was significant. The percentage of districts crediting the program ranged from a high of 39 for media aides to a low of 22 for professional positions concerned with centralized processing, with an overall rate of 27 percent media for all personnel. Title II had the most influence in the employment of media supervisors, professionals concerned with centralized processing, and technicians in school districts below 5,000 pupils.

Need for Additional School District Media Personnel

In addition to already established positions and media personnel added, more than 99 percent of school districts surveyed indicated an additional need of up to four professional media specialists at the

district level to provide adequately for the administration of ESEA title II (table 52). Ninety-eight percent of school districts indicated need for up to four media aides and technicians at the district level for administration of the title II program.

The greater needs were expressed by districts having enrollments of between 300 and 6,000; the larger and the very smallest required fewer additional staff by 1967-1968. School library supervisory positions were reported in the 1960-1961 Mahar study previously mentioned (footnote 1) as more numerous in larger school districts.

Schools Served by Media Specialists

The number of elementary schools served by one or more school media specialists rose from 7,481 in 1964-1965 to 13,953 in 1967-1968, an increase of more than 85 percent (table 53). Even with this increase in number of elementary schools served by qualified media specialists, 39,828 elementary as compared with 8,066 secondary schools did not have a media specialist in 1967-1968 (table 57). Of 8,495 schools adding at least one media specialist in a 3-year period, nearly 41 percent reported that title II had influenced this change.

In 1964-1965, there were 1,768 schools (both elementary and secondary) where personnel--generally certified teachers--with less than 12 hours of library science or audiovisual education were serving as school media specialists (table 54). By 1967-1968, that number of schools had nearly doubled--to 3,388. This was more true--to the extent of 2 to 1--of elementary than of secondary schools and, as might be expected, of smaller than of larger school districts.

Full-time media aides, technicians, and volunteers, performing clerical and secretarial tasks and sometimes serving as the only media personnel in elementary schools, increased sharply in number between 1964-65 and 1967-68--media aides from 1,700 to 6,244 (table 55). In secondary schools the increase was also substantial, but not quite so dramatic--from 2,206 media aides to 4,503, about 100 percent (table 56). Nearly two-thirds of the increase at each level was attributed to title II.

Technicians nearly doubled in elementary schools in the three-year period, and more than doubled in secondary schools. This is a significant development, since "media technician" is a fairly recent position. In the absence of sufficient paid staff, larger numbers of volunteers were used to assist in the media program.

In 1964 -65, there were 72,507 schools without media specialists or other certified personnel serving in that capacity. Approximately equal numbers lacked media aides, technicians, or volunteers. By 1967-68, the number of schools lacking qualified media specialists had fallen by 8,800; the number without other certified personnel filling the jobs had made a small drop to 70,886; and in respect to supportive staff, those without media aides fell from 70,569 to 63,400. With respect to technicians and volunteers, the changes were insignificant (table 57).

Nature of Media Tasks

The time spent by media specialists and other certified personnel performing media functions was quite fragmented in 1967-68; few spent large blocks of time in any one area of operation. More than half the

elementary schools reported that their specialists spent 10 percent or less of their time working with teachers on such tasks as curriculum development, consultation on use of media or cooperation in selection of materials (30,284); working with pupils or providing them with help in media use (15,279); selecting, ordering, cataloging, or organizing materials (22,922); media center administration (28,461); or other media activities (table 58).

As many as 11,975 reported their media specialists gave no time to pupils for individual, group or class instruction, or even helping in media use. On the other hand, nearly twice as many--22,817--reported that their specialists gave between 20 and 80 percent of their time to pupils for these purposes.

Some 22 percent of the schools said that their media specialists had to spend more than 80 percent of their time (5,200 of them said 100 percent) on nonmedia teaching, administration and other media unrelated chores (table 58).

In secondary schools, the data differ only in degree (table 59). These data underline the need for increased professional personnel. They may also suggest that some professional media personnel, even under optimum conditions, elect to spend their time on other types of activities, an indication of need for upgrading their professional preparation.

CHAPTER X

EFFECT OF TITLE II ON THE ORGANIZATION OF MATERIALS

Of elementary and secondary schools in all enrollment categories (from 300 to 25,000 and more) some 45,000 reported classroom collections or materials in 1964-65, elementary schools at the rate of 3 to 1 over secondary. Since the fall of 1965, some 6,900 additional elementary, and 3,200 secondary schools instituted such collections. Also since then, more than 34,000 elementary, and 12,500 secondary, schools improved their classroom collections. More than 60 percent stated that title II had had moderate to substantial influence on the additions or improvement (table 60).

Fifteen thousand schools with classroom collections reported that their collections had been cataloged in 1964-65, elementary schools again in about a proportion of 3 to 1 over secondary schools. Since 1965, nearly 19,000 more classroom collections were cataloged, and nearly 30,000 improved their cataloging. Two-thirds credited title II with moderate to substantial influence on the changes (table 61).

Media Centers

Between 1964-68 and 1967-68, the proportion of schools with media centers increased from 52 percent to 85 percent*--from 38,912 to 62,835.

*These percentages are calculated on a base of 74,273 schools with enrollments of 300 or more--53,776 elementary and 20,497 secondary.

(Nineteen percent of the elementary schools and 6 percent of the secondary schools still lack a media center.) The greater rate of increase was in elementary schools, from 25,011 to 43,598; secondary, 27 percent, from 13,901 to 19,237 (table 62). Of the schools establishing a media center for the first time or improving an existing center, 28,507 credited the title II program with having substantial influence.

Title II's involvement is further supported by the fact that this rate of increase is nearly four times greater than the change in an earlier 4-year period--from 1958-59 to 1962-63--before the enactment of title II (table 63).

Audiovisual Materials in Media Centers

The number of schools which had audiovisual materials in their media centers also increased dramatically between 1964-65 and 1967-68. In elementary schools, the number more than doubled--from 16,177 to 39,000; in secondary, the rise was 87 percent (table 64). Here again, the large majority of respondents credited title II with substantial (21,761 or moderate (14,478) influence in the growth. Only 4,881 saw no title II effect. Of interest, too, is the finding that of the total of the 55,000 schools which reported having audiovisual materials in their media centers, more than 51,000 reported improvements in their collections since 1965. It should be noted that some elementary and secondary schools were apparently still without audiovisual materials in centralized media centers in 1968. The term media center was used in this survey to refer also to units in a transitional stage where collections consisted largely of printed materials.

Resource Centers

Supplementary school media centers, structured on a subject or grade level basis and containing special collections of instructional materials administered by the school media center, are described as "resource centers." There were fewer than 10,000 of these in 1964-65--6,800 in elementary schools and 3,000 in secondary. By 1967-68 there were 10,300 more elementary and 4,200 secondary school with resource centers, and of the aggregate 24,400, more than 22,000 had been improved since 1965. Here again there was an overwhelming preponderance of credit to title II for the changes (table 65).

Technological Equipment in Media Centers

Title II does not allow acquisition of equipment with its funds, but the increased availability through title II of materials for use wih projectors, viewers, readers, and similar equipment may be expected to have affected its procurement with other funds.

In 1964-65 only 4,300 school media centers possessed such equipment as television sets, 8mm film projectors, computer consoles, dial access systems, and the like. By 1967-68, that number had nearly quintupled. Even though title II did not pay for the new equipment (nearly 18,000 reported improvement in existing equipment after 1965 as well) considerably more than half the respondents said title II influenced the additions substantially or moderately (table 66).

CHAPTER XI

ACCESSIBILITY OF MATERIALS ACQUIRED WITH TITLE II FUNDS

The method must frequently used by State departments of education for acquisition of instructional materials in the title II program is the authorization for their purchase by local public school districts after approval of project applications. The State departments notify districts of the amounts allotted to them under relative need formulas for materials to be used by public and private school children and teachers within school district geographic boundaries. The districts then make project applications which list or describe the school library resources, textbooks, and other instructional materials needed by the public school pupils and teachers, and include materials requested by the private school officials within their boundaries for use by their pupils and teaching staffs.

In the most commonly used method, after project applications are approved, local school districts order from vendors materials to be delivered either to a central point in the school district for redistribution, or directly to individual schools. During the first year of the title II program, there were some delays in delivery of materials because of shortages in inventory of publishers and jobbers, or because of other factors related to the increase in demand for materials spurred by new Federal funds. For example, a shortage of binding board slowed book production. These problems were for the most part resolved by the end of the second year of the program, and materials ordered under the title II program were delivered in reasonable time.

To help States and school districts provide efficient service in the acquisition, circulation, and loan of materials, the costs of ordering, processing, cataloging, and delivering materials to the initial place of use were made eligible in the title II regulations. In some school districts, processing is performed by a school district processing center; in others, commercial processing services are used. State departments of education share administrative costs with school districts, particularly larger ones, for acquisition and processing. Nevertheless, in some very large school districts, procedures for making materials accessible to thousands of pupils and teachers in schools have been slower than desirable. The number of such delays, however, has been relatively small; through efficient organization and hard work of media personnel, books and other materials are made available in public and private schools within a reasonable time after delivery by vendors.

Locations From Which Materials are Circulated

School library resources in the title II program are usually made available through media centers (school libraries) by loan in individual schools to pupils and teachers, or in classrooms. From some large district centers, or multidistrict centers, materials are made available through loans to teachers. States which have intermediate units use them for distribution of materials in the title II program to schools in sparse rural areas. Mobile equipment is employed to transport materials in some rural areas, such as the upper peninsula of Michigan, central and western Nebraska, and Alaska.

Public schools were asked to check locations from which school library resources and other instructional materials purchased with ESEA title II funds could be borrowed by their children and teachers. In all cases, school media centers (even in elementary schools) outnumbered other locations, with classroom collections close behind (table 67).

School districts were asked to indicate the agency administering materials acquired with ESEA title II funds to the children and teachers in private elementary and secondary schools within their geographical boundaries.

In more than 60 percent of the local school districts participating in title II, the program for private school children and teachers was administered by the district itself; in about 25 percent, title II was administered directly by the State department of education; in the remainder, the program was handled by other agencies. The one agency most often identified was the intermediate school district. Regional subagencies, public school districts acting as subagencies for the private school sector of the program in the entire State, and the two agencies administering title II for the U.S. Commissioner of Education in Nebraska and Oklahoma also administered the program for private school children and teachers.

The administering agencies for private school children and teachers were asked to check sources from which their participants could borrow school library resources and other instructional materials acquired under title II. Private school media centers ranked first, followed by private school classrooms. Public school media centers came third (table 68).

Loan Terms

The increased volume of materials made available by the title II program and a broader view of the role of these materials in the learning process, have caused school administrators and media specialists to relax rules concerning their circulation. It is now not unusual for pupils to borrow not only books, but films, recordings, tapes, art reproductions, and maps for home use.

The time these borrowed materials may be kept varied among schools and school districts. They tended to be somewhat more restrictive in loan of audiovisual materials, perhaps because quantities of printed materials available are generally somewhat larger. School district media centers appear to emphasize circulation of audiovisual rather than print materials (table 69).

Maintenance of Catalogs or Lists for Circulation of Materials

States are required to provide for maintenance of catalogs or lists of materials acquired with title II funds, in order to assure that children and teachers will have reasonable access to the materials. The lists are prepared by State departments of education, in school districts, or by individual schools. They may be limited to certain kinds of materials, such as art prints or professional journals; sometimes only those titles useful in a specific subject area, such as State or local history, may be included. Eighty-nine percent of the districts responding to this question had lists available at the district level, and 72 percent at the school level. Of these, most drew from school library resources rather than from other instructional materials or textbooks (table 70).

CHAPTER XII

EFFECT OF TITLE II ON PUPIL AND TEACHER USE OF INSTRUCTIONAL MATERIALS

Pupil Use, 1965-1968

Some 59,000 schools (40,800 elementary and 18,400 secondary) reported increased use of school media centers for class assignments between 1965 and 1968. Of these, nearly three-fourths attributed to title II substantial or moderate responsibility. Fewer than 4 percent thought title II had no part in influencing the change (table 71). The greatest number of schools reporting such change were in the school districts with enrollments fewer than 25,000. Increased use was greatest in the smallest districts, and here title II's involvement was considered highest. This would appear to bear out the conclusion that availability of media centers encourages utilization of their materials. (About 5 percent of the schools reported no change, and the greater proportion of these were in the largest districts, where media centers were already available and in use to a relatively larger extent by 1965 than in the small districts.)

The number of schools reporting an increase in the use of the media center for pupils with reading difficulties for the period 1965-66 through 1967-68 was 57,876 (table 72). Of these, 28.4 percent said that this increase was attributable to a substantial extent to the ESEA title II program. A moderate extent was reported by 41.6 percent of the total. The number of schools so reporting was somewhat less than the number relating the increase in use of the media center for school assignments

(table 71). Nevertheless, it is significant that title II contributed reading materials for poor readers in more than 40,000 elementary schools. Schools in districts 25,000 and over in enrollment attributed substantial increases in the use by poor readers of media centers to a greater extent than schools in districts of lower enrollments (table 72, column 11).

This fact can be related to the findings in the ESEA title I evaluative report for 1968 that "the large majority of disadvantaged pupils enrolled in elementary schools assisted by title I live in cities and rural areas rather than in suburbs" and that "the educationally disadvantaged pupil ... probably requires special remedial programs in basic skills--reading, arithmetic, and language usage."1/

A most interesting aspect of the reports on increased use of school media centers by pupils from 1965 to 1968 is that the largest number of schools reported increased use for reading for pleasure: 60,000 schools. Only 4 percent reported no increase (table 74). In this case, 94 percent of the largest districts and 95 percent of the smallest showed a rise. Of the middle range--districts with enrollments between 5,000 and 25,000--97 percent reported an increase in this category. Attribution to title II of some responsibility ranged from 70 percent moderate to substantial (largest districts) to 80 percent (smallest districts).

These data can be interpreted to reflect a number of concomitant factors. Materials selected in the title II program were apparently liked

1/ Education of the Disadvantaged. An Evaluative Report on Title I. Elementary and Secondary Education Act of 1965. Fiscal Year 1968. Washington. D.C., U.S. Department of Health, Education, and Welfare, Office of Education, 1970. pp. 79 and 80.

by school pupils, and, since improvement in reading proficiency is associated with liking to read, the title II program must have assisted pupils to become better readers.

Schools reporting increased use of the media centers by gifted children were less numerous: 56,000, with the school district size having a direct bearing. The smallest districts comprised nearly half the number reporting increased use (25,000). The proportion of schools reporting no change in media center use by gifted children was 10 percent (table 73). Attribution of responsibility to title II for the increase was slightly higher in this instance--68.7 percent.

Audiovisual Materials

Only 20 percent of the reporting schools said that there was an increase in use of audiovisual materials borrowed by pupils for home use, with middle-size districts showing the largest number (21.5 percent), the smallest 20.4 percent, and the largest districts somewhat less than 17 percent (table 75). These facts may reflect to some degree the greater amount of title II funds used for printed materials than for audiovisual. Then too, lending equipment to pupils for home use, along with the audiovisual materials, is a rather recent development in schools.

On the other hand, in schools with special-purpose grants under title II where unusually large amounts were spent for audiovisual materials, home use of these materials has greatly increased. The study Emphasis on Excellence in School Media Programs, cited in chapter I, shows that in homes previously without access to audiovisual materials, their introduction has stimulated exceptional interest by parents in the education of their children, and changed their attitudes toward school

and learning. Moreover, as one teacher reported, "the availability of audiovisual materials for independent use...has increased student interest in reading and study."

Teacher Use

Respondents in the survey were asked to report on teacher practices in relation to instructional materials, specifically increases in the following practices:

1. Evaluates material before purchase;
2. Gives assistance in selecting new materials;
3. Uses professional materials;
4. Requests assistance of media specialists in locating materials;
5. Brings classes to media center for taining in its use;
6. Borrows materials for classroom work;
7. Requests participation of media specialists in team teaching or other instructional activities.

Many more schools by far reported increases in all these practices than reported no change. Nearly 95 percent of the schools said that increasingly teachers were asking media specialists for help in locating materials (No. 4) and borrowing materials for classroom work (No. 6). Just fewer than 92 percent reported that teachers were using professional materials to a greater extent (No. 3) and helping select new materials (No. 2). Nearly 88 percent said that to a greater extent teachers were

bringing their classes to the media centers to learn about them. About 83 percent (see table 76) reported an increase in the use of teachers to evaluate materials before purchase (No. 1).

Only 63 percent reported that teachers were increasingly involving media specialists in team teaching or other instructional activities (No. 7). Team teaching is a relatively newer development, and there has perhaps been insufficient time or opportunity for involvement of media specialists.

Two title II-related studies published in 1969 and mentioned earlier in the text may hold another clue. Emphasis on Excellence in School Media Programs (see footnote 2, chapter I) indicates that teacher practices are influenced to change to a substantial extent where optimum amounts of materials are made available. Descriptive Case Studies of Nine Elementary School Media Centers in Three Inner Cities (see footnote 3, chapter I), which deals with schools where only minimal or average amounts of materials were made available, shows that instructional practices did not appear to be greatly affected. (Pupils, on the other hand, respond positively to even modest amounts of materials.) It seems a reasonable speculation that teachers would change their practices only when there were assurances of sufficient quantities of materials to serve all their pupils; or that an abundance of new materials might stimulate a totally new approach to instructional methodology in the whole school's program.

SUMMARY AND RECOMMENDATIONS

Summary

It will be recalled that the survey was undertaken in response to certain questions:

1. Is the intent of the statute being carried out?
2. Is the program effective in attaining the goals reflected in the statute?
3. Has the maximum statutory authority been exercised in attaining the goals sought?
4. Is a revision of the law necessary?

How the Program Met the Intent of the Statute

Question 1 is answered by saying that the intent with respect specifically to title II was to employ an upgrading of quantity and quality of instructional materials to further the general objective of the act: "To strengthen and improve educational quality and educational opportunities in the Nation's elementary and secondary schools." The intent is being carried out to the extent possible with the funds appropriated for the program.

Whether the program has been effective in attaining the goals (question 2) must be answered with the same qualification: to the extent possible. Very nearly all eligible public and private school children and teachers have benefited from title II. The survey data indicate, however, that even those instructional materials added under title II to supplement those acquired through State and local efforts fell far short of being

adequate to support educational programs of high quality. The following summary of significant findings of the survey demonstrates this inadequacy:

The greatest proportion of funds spent for instructional materials comes from State and local sources. There can be no doubt that title II, in addition to supplementing these funds, also stimulated State and local efforts even further. Yet despite increased expenditures from all sources, in 1967-68 only 16 percent of the school districts met or exceeded the American Library Association's standards of 1960.

The total of library books, audiovisual materials, and other materials was insufficient in more than 50 percent of the elementary schools and between 33 and 54 percent of the secondary schools to meet State standards for school library materials. A generally acute need for materials continues to exist in nearly all school districts surveyed.

Question 3 dealt with the exercise of maximum statutory authority in attaining the goals of the statute. The survey did not deal with State management of the program. Annual reports from State departments of education have been used each fiscal year as the basis for ESEA title II program reports, which have dealt at some length with program management.[1-4]

1/ U. S. Department of Health, Education, and Welfare. Office of Education. First Annual Report, Fiscal Year 1966, Title II, Elementary and Secondary Education Act of 1965: School Library Resources, Textbooks, and Other Instructional Materials. Washington, U. S. Government Printing Office, 1967. 73 pp.

2/ _____. Second Annual Report, Fiscal Year 1967, Title II, Elementary and Secondary Education Act of 1965. School Library Resources, Textbooks, and Other Instructional Materials: Washington, U. S. Government Printing Office, 1969. 78 pp.

3/ _____. Third Annual Report, Fiscal Year 1968, Title II, Elementary and Secondary Education Act of 1965: School Library Resources, Textbooks, and Other Instructional Materials. Washington, U. S. Government Printing Office, 1970. 70 pp.

4/ The Federal-State Partnership for Education; the fifth annual report of the Advisory Council on State Departments of Education. Washington, U. S. Government Printing Office, 1970. pp. 67-97.

The data in these reports indicate that State departments of education have administered the ESEA title II program in accordance with statutory authority.

On question 4--"Is a revision of the law necessary?"--the survey of ESEA title II showed progress in upgrading the quantity and quality of instructional materials made available to pupils and teachers. Nevertheless, some revisions of the law may be desirable to attain the goals. For example, school district central offices have indicated a need for additional professional and clerical personnel to administer the title II program. Although the act permits the use of an amount equal to 5 percent of the amount paid to the State in any year, or $50,000, whichever is greater, for administration of the State plan, and further permits the State to make appropriate administrative funds avilable to local education agencies for responsibilities assigned to them in the distribution and control of materials acquired with title II funds, the amounts made available to State and local education agencies have been inadequate for program administration. In addition to increased administrative support, good program management in State departments of education require competent supporting staff for planning, evaluation, and dissemination.

Relative Need

The 1966-68 data on relative need and expenditures under title II indicate that school district personnel who are involved in its administration require specific direction in the application of relative need indexes within school districts. All State departments of education employ relative need criteria in the administration of title II. Among school districts, there is a trend away from per pupil factors, equalization formulas, and other economic indexes and toward the use of more precise criteria such as local effort for

instructional materials in relation to financial ability and special needs of pupils. However, in this survey, the operation of relative need factors in local school districts was seldom evident in the expenditure data or the data on quantity of materials made available.

The pattern of expenditures (1966-68) under the title II program was generally in the middle range, from $1.01-$3 per pupil, regardless of school district enrollment, educational level, or socioeconomic or ethnic composition of the school. Significant differentiation in expenditures among pupils in different schools was rare, but the distribution of expenditures for materials for public and private school pupils appeared equitable.

Selection Methods

Data on the selection of instructional materials purchased with title II funds show a general adherence to the criteria set forth in State plans. Materials acquired with title II funds have been selected according to standard practices, with media specialists, teachers, and curriculum personnel cooperating to select media of sufficient range and variety to meet the needs of the pupils and teachers using them. The process of selection has frequently included examination or review of school library resources before ordering; generally, however, the process of selection was expedited by use of standard selection tools, review periodicals, and professional bibliographies.

Since 1964-65, appraisals of media by school media specialists indicate improved relevance to the curriculum and pupil needs, greater up-to-dateness and higher quality of content and format in instructional materials. But in many schools, elementary and secondary school children and teachers still do not have access to the variety of materials required for teaching and learning. As shown in the survey, high-interest, low-vocabulary materials rank first in priority, with library books for basic collections and audiovisual

materials for individual pupil use ranking second and third. Also, audiovisual equipment was found not to be sufficiently available for adequate use of materials.

New Media Centers

In the 3-year period from 1964-65 to 1967-68, the title II program had substantial effect on the establishment and improvement of new public elementary and secondary school media centers. The proportion of schools with media centers increased from 52 to 85 percent, largely in elementary schools. But 19 percent of the elementary schools and 6 percent of the secondary schools surveyed still had no media centers in 1967-68.

Under title II, media services for students and teachers expanded: audiovisual materials were added to media centers for the first time; existing collections of audiovisual materials were improved; and classroom collections were established or improved. The title II program had little effect on the addition or improvement of recently developed technological equipment for media centers, such as computer consoles, television, 8mm projectors, and dial access systems. Such equipment is not eligible for acquisition with title II funds.

Title II had a significant impact on the school media center by pupils, especially in preparation of class assignments and reading for pleasure. Its influence on use of the media center by pupils with reading difficulties and by gifted pupils was also noteworthy.

Title II was reported as having marked influence on the increased participation of classroom teachers in evaluating instructional materials before purchase, assisting media specialists in selection of materials, and requesting assistance from media personnel in locating materials. The low rate of change in media staff participation in team teaching and other instructional activities is probably attributable to the fact that the quantity of material added in many

schools under title II was insufficient to influence teachers to change their instructional methods.

Although the school media center was the most common location for title II materials, the survey found these materials were also circulated from and used in school classrooms, school district or multidistrict media centers, intermediate education agencies, and mobile school library units. Increased quantities of available materials caused relaxation of rules concerned with use of materials; however, schools still tended to be more restrictive in loan of audiovisual materials than printed materials.

Most school districts maintained selective lists and catalogs of title II materials so that public and private school pupils and teachers could have access to them.

Media Personnel

Although title II has stimulated the employment of school media personnel in school district central offices and contributed to the establishment of coordinated school district media support services, more than 98 percent of the school districts indicated need for professional and clerical media staff to adequately administer the title II program. The program also has had substantial impact on the employment of media personnel for elementary and secondary schools, but the number of schools without media staff, especially elementary schools and all schools in small school districts, is still high. These data, and those collected on the time media specialists spend on various activities, show that many elementary and secondary schools lack sufficient media personnel to work on curriculum development, consult with teachers, or provide classroom instruction in media use.

Recommendations

To improve the education of public and private elementary and secondary school pupils, it is recommended that the ESEA title II program be continued, because:

1. Some but not all eligible pupils and teachers have been provided with sufficient additional instructional materials of high quality.

2. State and local support for school library resources and other instructional materials was stimulated by title II and evidence indicates that continued stimulus is needed.

3. The proportion of public schools, particularly elementary schools, with media centers increased significantly, and continuation of the program would effect further gains in the development of media centers.

4. Improvement since 1964-65 in relevance of materials to the curriculum and pupil needs, up-to-dateness, and quality of content and format argue strongly for continuation.

5. Adequate amounts of audiovisual materials are needed in all schools, although for the first time, some schools have added these materials.

6. Increased pupil use of instructional materials in school media centers, especially in relation to the preparation of class assignments and reading for pleasure, points to the necessity for more of this kind of motivation.

7. Increased teacher participation in selection of instructional materials and use of materials where they are available in sufficient quantities makes obvious the need for more acquisitions to bring materials in all schools up to levels essential for teacher use.

8. The title II program stimulates the employment of professional, paraprofessional, and clerical media personnel.

To increase the impact of title II, it is recommended that:

1. The Federal supplement to State and local funds through title II be increased to the level of authorization. Title II has contributed about 8 percent of the annual cost of instructional

materials and this should be increased to at least 16 percent, and, if possible, to 25 percent. If the Federal share were 25 percent the amount would be about $700 million to meet national standards for annual expenditures for materials in elementary and secondary schools. In the event of grant consolidation, safeguards should be provided for assuring a fair share of the funds for instructional materials, because the unmet and continuing needs for such materials are so great and their role in supporting instruction is so vital.

2. Increased funding be provided for State and local administration of the program to obtain the additional personnel needed to administer it. Additional personnel in State departments of education are also needed to carry out title II's commitment to the Right-To-Read effort.

3. The U.S. Office of Education provide technical assistance to State departments of education in the revision of relative need formulas and develop models for possible State use or adaptation. In turn, State departments of education should provide school district personnel who administer the title II program with the specific direction and leadership needed for applying relative need formulas.

4. The U.S. Office of Education increase its assistance to States in planning, evaluation, and dissemination activities required for good program management.

5. Special emphasis be placed on the use of title II funds to supply high-interest, low-vocabulary materials as part of the Right-To-Read effort.

It is further recommended that:

The title II program be reevaluated at the end of fiscal year 1973.

AN EVALUATIVE SURVEY REPORT ON ESEA TITLE II: FISCAL YEARS 1966-1968

PART II
TABLES

PREFACE

This survey of the title II program under the Elementary and Secondary Education Act covered the first 3 fiscal years of program operation and serves as benchmark data. State departments of education and the staff of large city school districts were involved in the design and conduct of the survey. In addition, professional, technical, and clerical staff in State departments of education and local school districts contributed greatly to the completion of this complex study.

Ilo Remer, Milbrey L. Jones, and Mary Helen Mahar--title II program specialists--compiled the statistical data presented in the tables and wrote the report. For the reader's convenience, the text and tables have been published separately under the general title, An Evaluative Report on ESEA Title II: Fiscal Years 1966-68. This publication contains "Part II: Tables," and is intended to be used with Part I. Discrepancies between the totals of school districts and schools in various tables may be noted. These discrepancies arise from the fact that nonresponse to certain items on the questionnaires was so treated that the school district or school was disregarded in a particular table or set of tables.

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Table 1.--Funds available and funds expended for State administration and acquisitions under ESEA title II programs: Fiscal years 1966, 1967, 1968, and 1969

Fiscal year	Allotment	Expenditures					Percent of allotment expended
		Administration		Acquisitions		Total amount (cols. 3+5)	
		Amount	Percent	Amount	Percent		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1966.....	$100,000,000	$1,984,158	2.0	$95,298,079	98.0	$97,282,237	97.3
1967.....	102,000,000	3,812,688	3.8	95,745,032	96.2	99,557,720	97.6
1968.....	99,234,000	4,428,073	4.5	94,024,821	95.5	98,452,894	99.2
1969.....	50,000,000	3,035,422	6.2	46,153,184	93.8	49,188,606	98.4
Total....	351,234,000	13,260,341	3.8	331,221,116	96.2	344,481,457	98.1

Table 2.--Number of State department of education personnel assigned to ESEA title II programs in full-time equivalents: Fiscal years 1966, 1967, and 1968

Personnel	Number of personnel			
	Full-time	Part-time	Full-time equivalent	Total full-time (Cols. 2 & 4)
(1)	(2)	(3)	(4)	(5)
Administrator:				
Fiscal year 1966.....	31	66	16.19	47.19
Fiscal year 1967.....	46	48	13.96	59.96
Fiscal year 1968.....	43	54	12.59	55.59
Supervisor:				
Fiscal year 1966.....	67	87	13.84	80.84
Fiscal year 1967.....	85	129	24.43	109.43
Fiscal year 1968.....	99	174	26.53	125.53
Secretarial and clerical staff:				
Fiscal year 1966.....	103	119	23.67	126.67
Fiscal year 1967.....	158	150	34.08	192.08
Fiscal year 1968.....	176	204	49.06	225.06
Other:				
Fiscal year 1966.....	17	90	12.59	29.59
Fiscal year 1967.....	22	48	6.02	28.02
Fiscal year 1968.....	27	95	23.08	50.08

Table 3.--Total number of eligible and participating public school children in ESEA title II programs, by educational level and enrollment size of school district, 1965-66, 1966-67, and 1967-68

Educational level and enrollment size of district	1965-66			1966-67			1967-68		
	Number of children eligible	Children participating		Number of children eligible	Children participating		Number of children eligible	Children participating	
		Number	Percent		Number	Percent		Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Total.....	39,837,380	32,920,769	82.6	41,066,312	38,006,907	92.6	42,175,646	39,969,902	94.8
Elementary..	24,740,217	20,860,857	84.3	25,420,770	23,317,070	91.7	25,971,337	24,514,436	94.4
Secondary...	15,097,163	12,059,912	79.9	15,645,542	14,689,837	93.9	16,204,309	15,182,466	93.7
25,000 and over.....	11,744,362	9,980,005	85.0	12,018,824	11,246,982	93.6	12,330,101	11,388,387	92.4
Elementary.....	7,167,049	6,328,729	88.3	7,294,031	6,681,287	91.6	7,438,479	6,906,736	92.9
Secondary.....	4,577,313	3,651,276	79.8	4,724,793	4,565,695	96.6	4,891,622	4,481,651	91.6
5,000-24,999.....	14,148,713	12,307,332	87.0	14,788,807	13,797,189	93.3	15,159,084	14,427,431	95.2
Elementary.....	8,862,643	7,777,388	87.8	9,226,365	8,682,061	94.1	9,372,182	8,947,295	95.5
Secondary.....	5,286,070	4,529,944	85.7	5,562,442	5,115,128	92.0	5,786,902	5,480,136	94.7
300-4,999.....	13,944,305	10,633,432	76.3	14,258,681	12,962,736	90.9	14,686,461	13,881,084	94.5
Elementary.....	8,710,525	6,754,740	77.5	8,900,374	7,953,722	89.4	9,160,676	8,660,405	94.5
Secondary.....	5,233,780	3,878,692	74.1	5,358,307	5,009,014	93.5	5,525,785	5,220,679	94.5

Table 4.--Total number of public schools enrolling eligible and participating children in ESEA title II programs, by educational level and enrollment size of school district, 1965-66, 1966-67, and 1967-68

Educational level and enrollment size of district	Public schools								
	1965-66			1966-67			1967-68		
	Number eligible	Participating		Number eligible	Participating		Number eligible	Participating	
		Number	Percent		Number	Percent		Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Total.....	79,464	64,635	81.3	79,737	72,714	91.2	79,629	74,230	93.2
Elementary...	57,921	47,844	82.6	57,932	53,285	92.0	57,783	53,805	93.1
Secondary....	21,543	16,791	77.9	21,805	19,429	89.1	21,846	20,425	93.5
25,000 and over.....	14,798	12,770	86.3	15,080	14,033	93.1	15,324	14,216	92.8
Elementary.....	11,249	9,905	88.1	11,425	10,724	93.9	11,620	10,829	93.2
Secondary.....	3,549	2,865	80.7	3,655	3,309	90.5	3,704	3,387	91.4
5,000-24,999.....	26,164	23,005	87.9	26,465	24,382	92.1	26,668	25,468	95.5
Elementary.....	19,974	17,607	88.1	20,242	19,139	94.6	20,392	19,492	95.6
Secondary.....	6,190	5,398	87.2	6,223	5,243	84.3	6,276	5,976	95.2
300-4,999.....	38,502	28,860	75.0	38,192	34,299	89.8	37,637	34,546	91.8
Elementary.....	26,698	20,332	76.2	26,265	23,422	89.2	25,771	23,484	91.1
Secondary.....	11,804	8,528	72.2	11,927	10,877	91.2	11,866	11,062	93.2

Table 5.--Total number of full-time public school instructional personnel eligible and participating in ESEA title II programs, by educational level and enrollment size of school district, 1965-66, 1966-67, and 1967-68

Educational level and enrollment size of district	Full-time instructional personnel								
	1965-66			1966-67			1967-68		
	Number eligible	Participating		Number eligible	Participating		Number eligible	Participating	
		Number	Percent		Number	Percent		Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Total.....	1,710,269	1,390,716	81.3	1,807,716	1,625,256	89.9	1,901,128	1,750,092	92.1
Elementary.	955,273	802,063	84.0	1,011,863	913,224	90.3	1,056,919	983,284	93.0
Secondary..	754,996	588,653	78.0	795,853	712,032	89.5	844,209	766,808	90.8
25,000 and over....	482,608	406,014	84.1	509,667	454,671	89.2	543,308	490,271	90.2
Elementary.....	266,335	238,804	89.7	280,904	251,997	89.7	298,135	272,170	91.3
Secondary.....	216,273	167,210	77.3	228,763	202,674	88.6	245,173	218,101	89.0
5,000-24,999.....	611,948	518,235	84.7	654,402	587,626	89.8	686,672	632,736	92.1
Elementary.....	350,892	301,165	85.8	373,693	341,103	91.3	389,405	362,191	93.0
Secondary.....	261,056	217,070	83.2	280,709	246,523	87.8	297,267	270,545	91.0
300-4,999.....	615,713	466,467	75.8	643,647	582,959	90.6	671,148	627,085	93.4
Elementary.....	338,046	262,094	77.5	357,266	320,124	89.6	369,379	348,923	94.5
Secondary.....	277,667	204,373	73.6	286,381	262,835	91.8	301,769	278,162	92.2

Table 6.--Total number of eligible and participating private school children in ESEA title II programs, by educational level and enrollment size of school district, 1965-66, 1966-67, and 1967-68

Educational level and enrollment size of district	1965-66			1966-67			1967-68		
	Number of children eligible	Children participating		Number of children eligible	Children participating		Number of children eligible	Children participating	
		Number	Percent		Number	Percent		Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Total.....	6,109,439	5,712,772	93.5	6,084,047	5,645,783	92.8	5,886,385	5,539,745	94.1
Elementary..	4,915,752	4,687,977	95.4	4,876,786	4,540,104	93.1	4,603,297	4,370,827	94.9
Secondary...	1,193,687	1,024,795	85.9	1,207,261	1,105,679	91.6	1,283,088	1,168,918	91.1
25,000 and over.....	2,468,770	2,284,399	92.5	2,510,444	2,223,215	88.6	2,416,613	2,204,945	91.2
Elementary.....	1,859,700	1,770,128	95.2	1,893,179	1,678,237	88.6	1,729,627	1,580,242	91.4
Secondary.....	609,070	514,271	84.4	617,265	544,978	88.3	686,986	624,703	90.9
5,000-24,999.....	1,894,695	1,738,019	91.7	1,887,637	1,800,565	95.4	1,825,830	1,736,220	95.1
Elementary.....	1,484,663	1,370,377	92.3	1,475,934	1,406,662	95.3	1,406,105	1,332,785	94.8
Secondary.....	410,032	367,642	89.7	411,703	393,903	96.7	419,725	403,435	96.1
300-4,999.....	1,745,974	1,690,354	96.8	1,685,966	1,622,003	96.2	1,643,942	1,598,580	97.2
Elementary.....	1,571,389	1,547,472	98.5	1,507,673	1,455,205	97.0	1,467,565	1,457,800	99.3
Secondary.....	174,585	142,882	81.8	178,293	166,798	93.6	176,377	140,780	79.8

Table 7.--Total number of private schools enrolling eligible and participating children in ESEA title II programs, by educational level and enrollment size of school district, 1965-66, 1966-67, and 1967-68

Educational level and enrollment size of district	Private schools								
	1965-66			1966-67			1967-68		
	Number eligible	Participating		Number eligible	Participating		Number eligible	Participating	
		Number	Percent		Number	Percent		Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Total.....	16,885	13,519	80.1	17,019	14,530	85.4	17,063	14,883	87.2
Elementary...	13,469	11,055	82.1	13,544	11,655	86.1	13,551	11,988	88.5
Secondary....	3,416	2,464	72.1	3,475	2,875	82.7	3,512	2,895	82.4
25,000 and over.....	6,232	4,637	74.4	6,352	4,875	76.7	6,159	4,803	78.0
Elementary.....	4,812	3,637	75.6	4,916	3,797	77.2	4,728	3,748	79.3
Secondary.....	1,420	1,000	70.4	1,436	1,078	75.1	1,431	1,055	73.7
5,000-24,999.....	4,905	4,123	84.1	4,981	4,402	88.4	5,033	4,456	88.5
Elementary.....	3,898	3,277	84.1	3,931	3,470	88.3	3,941	3,481	88.3
Secondary.....	1,007	846	84.0	1,050	932	88.8	1,092	975	89.3
300-4,999.....	5,748	4,759	82.8	5,686	5,253	92.4	5,871	5,624	95.8
Elementary.....	4,759	4,141	87.0	4,697	4,388	93.4	4,882	4,759	97.5
Secondary.....	989	618	62.5	989	865	87.5	989	865	87.5

Table 8.--Total number of full-time private school instructional personnel eligible and participating in ESEA title II programs, by educational level and enrollment size of school district, 1965-66, 1966-67, and 1967-68

Educational level and enrollment size of district	Full-time instructional personnel								
	1965-66			1966-67			1967-68		
	Number eligible	Participating		Number eligible	Participating		Number eligible	Participating	
		Number	Percent		Number	Percent		Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Total.....	232,253	188,163	81.0	226,829	203,349	89.6	227,337	204,846	90.1
Elementary..	164,990	133,015	80.6	156,970	141,465	90.1	152,700	140,433	92.0
Secondary...	67,263	55,148	82.0	69,859	61,884	88.6	74,637	64,413	86.3
25,000 and over.....	100,733	75,038	74.5	93,540	80,753	86.3	89,280	77,702	87.0
Elementary.....	71,755	50,960	71.0	62,895	53,984	85.8	56,028	48,563	86.7
Secondary.....	28,978	24,078	83.1	30,645	26,769	87.4	33,252	29,139	87.6
5,000-24,999.....	66,630	58,370	87.6	68,523	62,835	91.7	70,943	64,849	91.4
Elementary.....	44,846	39,413	87.9	45,871	42,058	91.7	46,738	42,615	91.2
Secondary.....	21,784	18,957	87.0	22,652	20,777	91.7	24,205	22,234	91.9
300-4,999.....	64,890	54,755	84.4	64,766	59,761	92.3	67,114	62,295	92.8
Elementary.....	48,389	42,642	88.1	48,204	45,423	94.2	49,934	49,255	98.6
Secondary.....	16,501	12,113	73.4	16,562	14,338	86.6	17,180	13,040	75.9

Table 9.--Number of public elementary schools not participating in ESEA title II programs, by major reason for nonparticipation and school district size, 1965-66, 1966-67, and 1967-68

Enrollment of school district	Major reasons for nonparticipation						Total schools not participating
	Excluded by State plan provision	Excluded by district on basis of relative need	Chose not to participate	Failed to submit required documentation	Received funds from other Federal sources	Other reasons	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Schools in districts of all sizes:							
1965-66	491	1,608	4,950	448	708	1,310	9,515
1966-67	232	1,083	2,038	62	671	561	4,647
1967-68	96	1,511	808	-	504	1,002	3,921
Schools in districts 25,000 or more:							
1965-66	408	207	209	191	161	45	1,221
1966-67	76	222	91	-	32	280	701
1967-68	75	548	104	-	34	35	796
Schools in districts 5,000-24,999:							
1965-66	21	536	1,157	257	300	96	2,367
1966-67	32	428	278	-	268	96	1,102
1967-68	21	407	86	-	161	225	900
Schools in districts 300-4,999:							
1965-66	62	865	3,584	-	247	1,169	5,927
1966-67	124	433	1,669	62	371	185	2,844
1967-68	-	556	618	-	309	742	2,225

Table 10.--Number of public secondary schools not participating in ESEA title II programs, by major reason for nonparticipation and school district size, 1965-66, 1966-67, and 1967-68

Enrollment of school district	Major reasons for nonparticipation						Total schools not participating
	Excluded by State plan provision	Excluded by district on basis of relative need	Chose not to participate	Failed to submit required documentation	Received funds from other Federal sources	Other reasons	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Schools in districts of all sizes:							
1965-66	248	1,373	1,880	338	218	723	4,780
1966-67	112	666	502	109	228	252	1,869
1967-68	52	765	370	5	196	32	1,420
Schools in districts 25,000 or more:							
1965-66	63	372	78	137	1	-	651
1966-67	39	100	45	4	-	158	346
1967-68	41	220	50	5	-	-	316
Schools in districts 5,000-24,999:							
1965-66	-	321	257	139	32	43	792
1966-67	11	257	86	43	43	32	472
1967-68	11	236	11	-	11	32	301
Schools in districts 300-4,999:							
1965-66	185	680	1,545	62	185	680	3,337
1966-67	62	309	371	62	185	62	1,051
1967-68	-	309	309	-	185	-	803

Table 11.--Number of private elementary and secondary schools not participating in ESEA title II programs, by major reason for nonparticipation, 1967-68

Major reasons for nonparticipation	Number of private schools
Not in compliance with title VI of the Civil Rights Act of 1964	44
Excluded by State plan provisions	39
Excluded by district on the basis of relative need	4
Chose not to participate	342
Failed to submit required documentation	86
Unable to determine reason	90
Other reasons	94
Total	699

Table 12.--Ranking by school districts of relative need factors used for allocating school library resources purchased under the ESEA title II program to children and teachers in public elementary schools, 1965-66 and 1967-68

Factor	Number of districts							
	Ranking of factors, 1965-66			Total (columns 2,3,4)	Ranking of factors, 1967-68			Total (columns 6,7,8)
	First	Second	Third		First	Second	Third	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Need for basic collection for new media center	0	0	0	0	4	0	2	6
2. Availability of materials from other Federal programs	860	1,133	1,091	3,084	0	0	0	0
3. Ability of school to make materials accessible	220	56	90	366	0	0	0	0
4. Special needs of pupils	134	91	38	263	0	0	0	0
5. Quantity of materials available in school	2	0	0	2	149	213	175	537
6. Curriculum needs	0	0	0	0	1,017	504	662	2,183
7. Per pupil basis	4,504	4,967	1,302	10,773	3,234	6,271	928	10,433
8. Other	1,358	646	429	2,433	1,554	798	627	2,979

Table 13.--Ranking by school districts of relative need factors used for allocating school library resources purchased under the ESEA title II program to children and teachers in public secondary schools, 1965-66 and 1967-68

Factor	Number of districts							
	Ranking of factors, 1965-66			Total (columns 2,3,4)	Ranking of factors, 1967-68			Total (columns 6,7,8)
	First	Second	Third		First	Second	Third	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
. Need for basic collection for new media center	0	0	0	0	1,194	1,443	1,521	4,158
. Availability of materials from other Federal programs	0	0	0	0	3	1	1	5
. Ability of school to make materials accessible	0	0	0	0	0	0	0	0
. Special needs of pupils	430	349	257	1,036	0	0	0	0
. Quantity of materials available in school	901	443	110	1,454	0	0	0	0
. Curriculum needs	285	66	12	363	4,501	4,627	1,228	10,356
. Per pupil basis	4,194	5,387	1,120	10,701	2,193	3,462	812	6,467
Other	1,077	494	335	1,906	1,270	585	383	2,238

Table 14.--Ranking by school districts of relative need factors used for allocating textbooks purchased under the ESEA title II program to children and teachers in public elementary schools, 1965-66 and 1967-68

Factor	Number of districts							
	Ranking of factors, 1965-66			Total (columns 2,3,4)	Ranking of factors, 1967-68			Total (columns 6,7,8)
	First	Second	Third		First	Second	Third	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Need for basic collection for new media center	0	0	0	0	182	38	76	296
2. Availability of materials from other Federal programs	0	0	0	0	0	0	0	0
3. Ability of school to make materials accessible	202	158	109	469	0	0	0	0
4. Special needs of pupils	432	309	173	914	0	0	0	0
5. Quantity of materials available in school	7	8	0	15	0	0	0	0
6. Curriculum needs	0	0	0	0	602	834	533	1,969
7. Per pupil basis	4,379	4,980	1,120	10,479	3,235	6,402	1,023	10,660
8. Other	0	62	22	84	62	74	12	148

Table 15.--Ranking by school districts of relative need factors used for allocating textbooks purchased under the ESEA title II program to children and teachers in public secondary schools, 1965-66 and 1967-68

Factor	Number of districts							
	Ranking of factors, 1965-66			Total (columns 2,3,4)	Ranking of factors, 1967-68			Total (columns 6,7,8)
	First	Second	Third		First	Second	Third	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Need for basic collection for new media center	0	0	0	0	1,590	924	1,076	3,590
2. Availability of materials from other Federal programs	0	0	0	0	188	21	1	210
3. Ability of school to make materials accessible	0	0	0	0	1	0	0	1
4. Special needs of pupils	339	294	394	1,027	0	0	0	0
5. Quantity of materials available in school	394	315	183	892	0	0	0	0
6. Curriculum needs	1,701	918	534	3,153	4,626	4,823	1,166	10,615
7. Per pupil basis	4,133	5,457	1,110	10,700	2,596	3,733	876	7,205
8. Other	62	62	45	169	0	73	22	95

Table 16.--Ranking by school districts of relative need factors used for allocating other instructional materials purchased under the ESEA title II program to children and teachers in public elementary schools, 1965-66 and 1967-68

Factor	Number of districts							
	Ranking of factors, 1965-66			Total (columns 2,3,4)	Ranking of factors, 1967-68			Total (columns 6,7,8)
	First	Second	Third		First	Second	Third	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Need for basic collection for new media center	0	0	0	0	1,895	891	482	3,268
2. Availability of materials from other Federal programs	0	0	0	0	0	0	0	0
3. Ability of school to make materials accessible	303	99	28	430	0	0	0	0
4. Special needs of pupils	559	305	392	1,256	0	0	0	0
5. Quantity of materials available in school	215	53	89	357	0	0	0	0
6. Curriculum needs	22	1	1	24	976	744	536	2,256
7. Per pupil basis	4,441	5,117	1,058	10,616	1,289	1,475	422	3,186
8. Other	96	135	99	330	377	64	158	599

Table 17.--Ranking by school districts of relative need factors used for allocating other instructional materials purchased under the ESEA title II program to children and teachers in public secondary schools, 1965-66 and 1967-68

Factor	Number of districts							
	Ranking of factors, 1965-66			Total (columns 2,3,4)	Ranking of factors, 1967-68			Total (columns 6,7,8)
	First	Second	Third		First	Second	Third	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Need for basic collection for new media center.....	0	0	0	0	866	1,248	833	2,947
2. Availability of materials from other Federal programs.....	0	0	0	0	183	87	98	368
3. Ability of school to make materials accessible.....	0	0	0	0	21	0	0	21
4. Special needs of pupils.....	0	0	0	0	0	0	0	0
5. Quantity of materials available in school.....	174	274	368	816	0	0	0	0
6. Curriculum needs.....	682	1,004	1,290	2,976	4,565	4,896	1,239	10,700
7. Per pupil basis.....	2,923	5,500	916	9,339	2,452	3,672	960	7,084
8. Other.....	209	73	86	368	315	125	95	535

Table 18.--Ranking by school districts of relative need factors used in allocating school library resources, textbooks, and other instructional materials purchased under the ESEA title II program to children and teachers in private elementary and secondary schools, 1967-68

Factor	Number of districts											
	Ranking of factors used in allocating school library resources			Total (columns 2,3,4)	Ranking of factors used in allocating textbooks			Total (columns 6,7,8)	Ranking of factors used in allocating other instructional materials			Total (columns 10,11,12)
	First	Second	Third		First	Second	Third		First	Second	Third	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
1. Ability of school to make materials accessible.....	238	230	221	689	0	0	0	0	34	30	653	717
2. Special needs of pupils...	685	1,274	1,081	3,040	85	215	188	488	384	833	365	1,582
3. Amount of materials now available in school.....	1,331	1,221	500	3,052	220	37	103	360	792	311	347	1,450
4. Curriculum needs.....	446	965	1,671	3,082	28	250	53	331	162	444	768	1,374
5. Per pupil basis.....	2,044	520	533	3,097	226	123	136	485	459	246	197	902
6. Other.....	83	126	35	244	15	0	2	17	26	1	1	28

Table 19.--Number of school districts in various per pupil expenditure categories under ESEA title II programs, by enrollment size of school district, 1967-68

Average per pupil expenditures under ESEA title II, 1967-68	Enrollment size of school district							
	25,000 and over	12,000 to 24,999	6,000 to 11,999	3,000 to 5,999	1,200 to 2,999	600 to 1,199	300 to 599	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
0.....	0	0	0	0	0	0	124	124
$0.01 to $0.50...	0	0	11	11	62	0	62	146
$0.51 to $1.00...	11	11	21	145	185	62	185	620
$1.01 to $1.50...	36	107	203	333	433	803	247	2,162
$1.51 to $2.00...	83	193	428	873	1,370	866	556	4,369
$2.01 to $2.50...	22	54	96	352	742	618	247	2,131
$2.51 to $3.00...	7	21	0	11	62	185	124	410
$3.01 to $3.50...	2	11	11	62	62	62	124	334
$3.51 to $4.00...	0	0	11	0	0	0	0	11
$4.01 to $5.00...	0	0	0	0	0	62	62	124
$5.01 to $6.00...	0	0	0	11	62	0	0	73
$6.01 to $7.00...	0	0	11	0	0	62	0	73
$7.01 or more....	0	0	0	0	62	0	0	62
Total.....	161	397	792	1,798	3,040	2,720	1,731	10,639

Table 20.--Public and private per pupil expenditures by number and percent of school districts in categories of expenditures under ESEA title II programs, 1967-68

ESEA title II per pupil expenditures, 1967-68	Number of school districts			
	Public		Private	
	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)
0.....	0	-	6,781	62.6
$0.01 to $0.50.....	134	1.2	74	.7
$0.51 to $1.00.....	535	4.9	281	2.6
$1.01 to $1.50.....	1,747	16.1	874	8.1
$1.51 to $2.00.....	4,089	37.8	1,681	15.5
$2.01 to $2.50.....	2,295	21.2	618	5.7
$2.51 to $3.00.....	772	7.1	160	1.5
$3.01 to $3.50.....	523	4.8	56	.5
$3.51 to $4.00.....	114	1.1	136	1.3
$4.01 to $5.00.....	258	2.4	3	0
$5.01 to $6.00.....	147	1.4	63	.6
$6.01 to $7.00.....	74	.7	1	0
$7.01 and over.....	136	1.3	96	.9
Total.....	10,824	100.0	10,824	100.0

Table 21.--Expenditures under ESEA title II programs for public and private elementary and secondary school children, as reported by State departments of education: Fiscal years 1966, 1967, and 1968

Fiscal year	Total expenditures for instructional materials		Number of parcicipating children		Per pupil expenditure	
	Public	Private	Public	Private	Public	Private
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1966.....	$73,930,380	$10,427,057	37,717,007	5,708,766	$1.96	$1.82
1967.....	77,886,311	11,724,057	39,124,304	5,513,707	1.99	2.12
1968.....	77,672,196	10,279,769	43,698,769	5,568,413	1.78	1.85

1969
1970
1971
1972

Table 22A.--Number of school districts in various per pupil expenditure categories under ESEA title II programs, by percent of enrollment which is Negro, 1967-68

Per pupil expenditure	Number and percent of school districts											
	Percent of enrollment which is Negro											
	0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
0.....	250	2.3	0	-	0	-	0	-	0	-	250	2.3
$0.01 to $0.50..	73	.7	73	0.7	0	-	0	-	0	-	146	1.3
$0.51 to $1.00..	469	4.3	136	1.3	14	0.1	1	0	0	-	620	5.7
$1.01 to $1.50..	1,224	11.3	679	6.3	259	2.4	1	0	0	-	2,163	20.0
$1.51 to $2.00..	2,311	21.3	1,204	11.1	815	7.5	101	.9	0	-	4,431	40.9
$2.01 to $2.50..	826	7.6	763	7.0	353	3.3	126	1.2	63	0.6	2,131	19.7
$2.51 to $3.00..	73	.7	322	3.0	15	.1	1	0	0	-	411	3.8
$3.01 to $3.50..	186	1.7	74	.7	73	.7	0	-	0	-	333	3.1
$3.51 to $4.00..	0	-	0	-	11	.1	0	-	0	-	11	.1
$4.01 to $5.00..	62	.6	62	.6	0	-	0	-	0	-	124	1.1
$5.01 to $6.01..	0	-	62	.6	11	.1	0	-	0	-	73	.7
$6.01 to $7.00..	62	.6	11	.1	0	-	0	-	0	-	73	.7
$7.01 and over..	62	.6	0	-	0	-	0	-	0	-	62	.6
Total.....	5,598	51.7	3,386	31.3	1,551	14.3	230	2.1	63	.6	10,828	100.0

Table 22B.--Number of school districts in various per pupil expenditure categories under ESEA title II programs, by percent of enrollment which is Oriental, 1967-68

Per pupil expenditure	Number and percent of school districts											
	Percent of enrollment which is Oriental											
	0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
0.....	250	2.3	0	-	0	-	0	-	0	-	250	2.3
$0.01 to $0.50..	135	1.2	11	0.1	0	-	0	-	0	-	146	1.3
$0.51 to $1.00..	490	4.5	129	1.2	1	0	0	-	0	-	620	5.7
$1.01 to $1.50..	1,584	14.6	517	4.8	62	.6	0	-	0	-	2,163	20.0
$1.51 to $2.00..	4,015	37.1	415	3.8	0	-	1	0	0	-	4,431	40.9
$2.01 to $2.50..	1,930	17.8	201	1.9	0	-	0	-	0	-	2,131	19.7
$2.51 to $3.00..	396	3.7	15	.1	0	-	0	-	0	-	411	3.8
$3.01 to $3.50..	322	3.0	11	.1	0	-	0	-	0	-	333	3.1
$3.51 to $4.00..	0	-	0	-	11	.1	0	-	0	-	11	.1
$4.01 to $5.00..	124	1.1	0	-	0	-	0	-	0	-	124	1.1
$5.01 to $6.00..	73	.7	0	-	0	-	0	-	0	-	73	.7
$6.01 to $7.00..	73	.7	0	-	0	-	0	-	0	-	73	.7
$7.01 and over..	62	.6	0	-	0	-	0	-	0	-	62	.6
Total.....	9,454	87.3	1,299	12.0	74	.7	1	0	0	-	10,828	100.0

Table 22C.--Number of school districts in various per pupil expenditure categories under ESEA title II programs, by percent of enrollment which is Spanish surnamed of Cuban descent, 1967-68

Per pupil expenditure	Number and percent of school districts											
	Percent of enrollment which is Spanish surnamed of Cuban descent											
	0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
0.....	250	2.3	0	-	0	-	0	-	0	-	250	2.3
$0.01 to $0.50..	146	1.3	0	-	0	-	0	-	0	-	146	1.3
$0.51 to $1.00..	617	5.7	2	0	1	0	0	-	0	-	620	5.7
$1.01 to $1.50..	2,064	19.1	97	.9	2	0	0	-	0	-	2,163	20.0
$1.51 to $2.00..	4,134	38.2	295	2.7	2	0	0	-	0	-	4,431	40.9
$2.01 to $2.50..	2,065	19.1	66	.6	0	-	0	-	0	-	2,131	19.7
$2.51 to $3.00..	409	3.8	2	0	0	-	0	-	0	-	411	3.8
$3.01 to $3.50..	333	3.1	0	-	0	-	0	-	0	-	333	3.1
$3.51 to $4.00..	11	.1	0	-	0	-	0	-	0	-	11	.1
$4.01 to $5.00..	124	1.1	0	-	0	-	0	-	0	-	124	1.1
$5.01 to $6.00..	73	.7	0	-	0	-	0	-	0	-	73	.7
$6.01 to $7.00..	73	.7	0	-	0	-	0	-	0	-	73	.7
$7.01 and over..	62	.6	0	-	0	-	0	-	0	-	62	.6
Total.....	10,361	95.8	462	4.2	5	0	0	-	0	-	10,828	100.0

Table 22D.--Number of school districts in various per pupil expenditure categories under ESEA title II programs, by percent of enrollment which is Spanish surnamed of Latin American descent, 1967-68

Per pupil expenditure	Number and percent of school districts											
	Percent of enrollment which is Spanish surnamed of Latin American descent											
	0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
0.....	250	2.3	0	-	0	-	0	-	0	-	250	2.3
$0.01 to $0.50..	146	1.3	0	-	0	-	0	-	0	-	146	1.3
$0.51 to $1.00..	547	5.1	73	0.7	0	-	0	-	0	-	620	5.7
$1.01 to $1.50..	1,929	17.8	234	2.2	0	-	0	-	0	-	2,163	20.0
$1.51 to $2.00..	4,274	39.5	146	1.3	11	0.1	0	-	0	-	4,431	40.9
$2.01 to $2.50..	1,932	17.8	136	1.3	63	.6	0	-	0	-	2,131	19.7
$2.51 to $3.00..	347	3.2	2	0	62	.6	0	-	0	-	411	3.8
$3.01 to $3.50..	271	2.5	62	.6	0	-	0	-	0	-	333	3.1
$3.51 to $4.00..	11	.1	0	-	0	-	0	-	0	-	11	.1
$4.01 to $5.00..	124	1.1	0	-	0	-	0	-	0	-	124	1.1
$5.01 to $6.00..	73	.7	0	-	0	-	0	-	0	-	73	.7
$6.01 to $7.00..	73	.7	0	-	0	-	0	-	0	-	73	.7
$7.01 and over..	62	.6	0	-	0	-	0	-	0	-	62	.6
Total.....	10,041	92.7	653	6.0	136	1.3	0	-	0	-	10,828	100.0

Table 22E.--Number of school districts in various per pupil expenditure categories under ESEA title II programs, by percent of enrollment which is Spanish surnamed of Mexican descent, 1967-68

Per pupil expenditure	Number and percent of school districts											
	Percent of enrollment which is Spanish surnamed of Mexican descent											
	0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
0.....	250	2.3	0	-	0	-	0	-	0	-	250	2.3
$0.01 to $0.50..	135	1.2	11	0.1	0	-	0	-	0	-	146	1.3
$0.51 to $1.00..	543	5.0	75	.7	2	0	0	-	0	-	620	5.7
$1.01 to $1.50..	1,353	12.5	444	4.1	366	3.4	0	-	0	-	2,163	20.0
$1.51 to $2.00..	3,409	31.5	878	8.1	79	.7	65	0.6	0	-	4,431	40.9
$2.01 to $2.50..	1,588	14.7	385	3.6	84	.8	74	.7	0	-	2,131	19.7
$2.51 to $3.00..	273	2.5	14	.1	124	1.1	0	-	0	-	411	3.8
$3.01 to $3.50..	332	3.1	1	0	0	-	0	-	0	-	333	3.1
$3.51 to $4.00..	11	.1	0	-	0	-	0	-	0	-	11	.1
$4.01 to $5.00..	124	1.1	0	-	0	-	0	-	0	-	124	1.1
$5.01 to $6.00..	73	.7	0	-	0	-	0	-	0	-	73	.7
$6.01 to $7.00..	73	.7	0	-	0	-	0	-	0	-	73	.7
$7.01 and over..	62	.6	0	-	0	-	0	-	0	-	62	.6
Total.....	8,226	76.0	1,808	16.7	655	6.0	139	1.3	0	-	10,828	100.0

Table 227.--Number of school districts in various per pupil expenditure categories under ESEA title II programs, by percent of enrollment which is Spanish surnamed of Puerto Rican descent, 1967-68

Per pupil expenditure	Number and percent of school districts											
	Percent of enrollment which is Spanish surnamed of Puerto Rican descent											
	0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
0.....	250	2.3	0	-	0	-	0	-	0	-	250	2.3
$0.01 to $0.50..	84	.8	62	0.6	0	-	0	-	0	-	146	1.3
$0.51 to $1.00..	558	5.1	62	.6	0	-	0	-	0	-	620	5.7
$1.01 to $1.50..	1,991	18.4	110	1.0	62	0.6	0	-	0	-	2,163	20.0
$1.51 to $2.00..	4,130	38.1	299	2.8	2	0	0	-	0	-	4,431	40.9
$2.01 to $2.50..	1,943	17.9	126	1.2	62	.6	0	-	0	-	2,131	19.7
$2.51 to $3.00..	409	3.8	1	0	1	0	0	-	0	-	411	3.8
$3.01 to $3.50..	322	3.0	11	.1	0	-	0	-	0	-	333	3.1
$3.51 to $4.00..	11	.1	0	-	0	-	0	-	0	-	11	.1
$4.01 to $5.00..	124	1.1	0	-	0	-	0	-	0	-	124	1.1
$5.01 to $6.00..	73	.7	0	-	0	-	0	-	0	-	73	.7
$6.01 to $7.00..	73	.7	0	-	0	-	0	-	0	-	73	.7
$7.01 and over..	62	.6	0	-	0	-	0	-	0	-	62	.6
Total.....	10,030	92.6	671	6.2	127	1.2	0	-	0	-	10,828	100.0

Table 22G.--Number of school districts in various per pupil expenditure categories under ESEA title II programs, by percent of enrollment which is Spanish surnamed of Spanish descent, 1967-68

Per pupil expenditure	Number and percent of school districts											
	Percent of enrollment which is Spanish surnamed of Spanish descent											
	0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
0.....	250	2.3	0	-	0	-	0	-	0	-	250	2.3
$0.01 to $0.50..	146	1.3	0	-	0	-	0	-	0	-	146	1.3
$0.51 to $1.00..	361	3.3	259	2.4	0	-	0	-	0	-	620	5.7
$1.01 to $1.50..	1,836	17.0	326	3.0	1	0	0	-	0	-	2,163	20.0
$1.51 to $2.00..	3,899	36.0	468	4.3	64	.6	0	-	0	-	4,431	40.9
$2.01 to $2.50..	1,979	18.3	141	1.3	11	.1	0	-	0	-	2,131	19.7
$2.51 to $3.00..	410	3.8	1	0	0	-	0	-	0	-	411	3.8
$3.01 to $3.50..	333	3.1	0	-	0	-	0	-	0	-	333	3.1
$3.51 to $4.00..	11	.1	0	-	0	-	0	-	0	-	11	.1
$4.01 to $5.00..	124	1.1	0	-	0	-	0	-	0	-	124	1.1
$5.01 to $6.00..	73	.7	0	-	0	-	0	-	0	-	73	.7
$6.01 to $7.00..	73	.7	0	-	0	-	0	-	0	-	73	.7
$7.01 and over..	62	.6	0	-	0	-	0	-	0	-	62	.6
Total.....	9,557	88.3	1,195	11.0	76	.7	0	-	0	-	10,828	100.0

Table 23A.--Number and percent of school districts with children from families of laborers, service workers, and skilled, semiskilled, and unskilled blue-collar workers, categorized by per pupil expenditures from ESEA title II programs, 1967-68

Per pupil expenditures	Percentage of children from families of laborers, service workers, and blue-collar workers											
	0 percent		1 to 10 percent		11 to 50 percent		51 to 90 percent		91 to 100 percent		Total	
	School districts		School districts		School districts		School districts		School districts			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
0	127	1.2	0	-	123	1.1	0	-	0	-	250	2.3
$0.01 to $0.50	0	-	0	-	146	1.3	0	-	0	-	146	1.3
$0.51 to $1.00	0	-	0	-	484	4.4	136	1.3	0	-	620	5.7
$1.01 to $1.50	0	-	106	1.0	1,645	15.2	412	3.8	0	-	2,163	20.0
$1.51 to $2.00	0	-	197	1.8	2,778	25.7	1,456	13.4	0	-	4,431	40.9
$2.01 to $2.50	0	-	248	2.3	1,027	9.5	856	7.9	0	-	2,131	19.7
$2.51 to $3.00	62	.6	62	.6	286	2.6	1	0	0	-	411	3.8
$3.01 to $3.50	0	-	0	-	321	3.0	12	.1	0	-	333	3.1
$3.51 to $4.00	0	-	0	-	11	.1	0	-	0	-	11	.1
$4.01 to $5.00	62	.6	0	-	62	.6	0	-	0	-	124	1.1
$5.01 to $6.00	0	-	0	-	62	.6	11	.1	0	-	73	.7
$6.01 to $7.00	0	-	0	-	73	.7	0	-	0	-	73	.7
$7.01 and over	0	-	0	-	0	-	62	.6	0	-	62	.6
Total	251	2.3	613	5.7	7,018	64.8	2,946	27.2	0	-	10,828	100.0

Table 23B.--Number and percent of school districts with children from families of migrant farm workers, categorized by per pupil expenditures from ESEA title II programs, 1967-68

Per pupil expenditures	Percentage of children from families of migrant farm workers											
	0 percent		1 to 10 percent		11 to 50 percent		51 to 90 percent		91 to 100 percent		Total	
	School districts		School districts		School districts		School districts		School districts			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
0.....	250	2.3	0	-	0	-	0	-	0	-	250	2.3
$0.01 to $0.50...	73	.7	73	0.7	0	-	0	-	0	-	146	1.3
$0.51 to $1.00...	369	3.4	189	1.7	62	0.6	0	-	0	-	620	5.7
$1.01 to $1.50...	1,459	13.4	580	5.4	124	1.1	0	-	0	-	2,163	20.0
$1.51 to $2.00...	3,349	30.9	1,081	10.0	1	0	0	-	0	-	4,431	40.9
$2.01 to $2.50...	1,535	14.2	584	5.4	12	.1	0	-	0	-	2,131	19.7
$2.51 to $3.00...	285	2.6	64	.6	62	.6	0	-	0	-	411	3.8
$3.01 to $3.50...	332	3.1	1	0	0	-	0	-	0	-	333	3.1
$3.51 to $4.00...	11	.1	0	-	0	-	0	-	0	-	11	.1
$4.01 to $5.00...	124	1.1	0	-	0	-	0	-	0	-	124	1.1
$5.01 to $6.00...	62	.6	11	.1	0	-	0	-	0	-	73	.7
$6.01 to $7.00...	73	.7	0	-	0	-	0	-	0	-	73	.7
$7.01 and over...	62	.6	0	-	0	-	0	-	0	-	62	.6
Total.....	7,984	73.7	2,583	23.9	261	2.4	0	-	0	-	10,828	100.0

Table 23C.--Number and percent of school districts with children from families of other white collar workers such as clerical and sales workers, categorized by per pupil expenditures from ESEA title II programs, 1967-68

Per pupil expenditures	Percentage of children from families of other white collar workers											
	0 percent		1 to 10 percent		11 to 50 percent		51 to 90 percent		91 to 100 percent		Total	
	School districts		School districts		School districts		School districts		School districts			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
0	127	1.2	123	1.1	0	-	0	-	0	-	250	2.3
$0.01 to $0.50	0	-	0	-	146	1.3	0	-	0	-	146	1.3
$0.51 to $1.00	0	-	185	1.7	435	4.0	0	-	0	-	620	5.7
$1.01 to $1.50	0	-	673	6.2	1,478	13.6	12	0.1	0	-	2,163	20.0
$1.51 to $2.00	62	.6	1,459	13.4	2,835	26.2	75	.7	0	-	4,431	40.9
$2.01 to $2.50	0	-	693	6.4	1,438	13.3	0	-	0	-	2,131	19.7
$2.51 to $3.00	62	.6	74	.7	275	2.5	0	-	0	-	411	3.8
$3.01 to $3.50	0	-	135	1.3	198	1.8	0	-	0	-	333	3.1
$3.51 to $4.00	0	-	0	-	11	.1	0	-	0	-	11	.1
$4.01 to $5.00	0	-	62	.6	62	.6	0	-	0	-	124	1.1
$5.01 to $6.00	0	-	0	-	73	.7	0	-	0	-	73	.7
$6.01 to $7.00	0	-	11	.1	62	.6	0	-	0	-	73	.7
$7.01 and over	0	-	0	-	62	.6	0	-	0	-	62	.6
Total	251	2.4	3,415	31.5	7,075	65.3	87	.8	0	-	10,828	100.0

Table 23D.--Number and percent of school districts with children from families of professional, technical, and managerial white collar workers, categorized by per pupil expenditures from ESEA title II programs, 1967-68

Per pupil expenditures	Percentage of children from families of professional, technical, and managerial white collar workers											
	0 percent		1 to 10 percent		11 to 50 percent		51 to 90 percent		91 to 100 percent		Total	
	School districts		School districts		School districts		School districts		School districts			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
0.....	127	1.2	123	1.1	0	-	0	-	0	-	250	2.3
$0.01 to $0.50...	0	-	0	-	73	0.7	73	0.7	0	-	146	1.3
$0.51 to $1.00...	0	-	198	1.8	411	3.8	11	.1	0	-	620	5.7
$1.01 to $1.50...	0	-	779	7.2	1,319	12.1	65	.6	0	-	2,163	20.0
$1.51 to $2.00...	0	-	2,607	24.1	1,738	16.0	86	.8	0	-	4,431	40.9
$2.01 to $2.50...	1	0	1,249	11.5	881	8.1	0	-	0	-	2,131	19.7
$2.51 to $3.00...	0	-	76	.7	335	3.1	0	-	0	-	411	3.8
$3.01 to $3.50...	0	-	136	1.3	186	1.7	11	.1	0	-	333	3.1
$3.51 to $4.00...	0	-	0	-	11	.1	0	-	0	-	11	.1
$4.01 to $5.00...	62	.6	0	-	62	.6	0	-	0	-	124	1.1
$5.01 to $6.00...	0	-	11	.1	62	.6	0	-	0	-	73	.7
$6.01 to $7.00...	0	-	73	.7	0	-	0	-	0	-	73	.7
$7.01 and over...	0	-	62	.6	0	-	0	-	0	-	62	.6
Total.....	190	1.8	5,314	49.1	5,078	46.8	246	2.3	0	-	10,828	100.0

Table 23E.--Number and percent of school districts with children from families of rural agricultural workers (except migrant workers), categorized by per pupil expenditures from ESEA title II programs, 1967-68

Per pupil expenditures	Percentage of children from families of rural agricultural workers											
	0 percent		1 to 10 percent		11 to 50 percent		51 to 90 percent		91 to 100 percent		Total	
	School districts		School districts		School districts		School districts		School districts			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
0.....	127	1.2	0	-	0	-	123	1.1	0	-	250	2.3
$0.01 to $0.50...	11	.1	73	0.7	62	0.6	0	-	0	-	146	1.3
$0.51 to $1.00...	163	1.5	136	1.3	197	1.8	124	1.1	0	-	620	5.7
$1.01 to $1.50...	682	6.2	791	7.3	443	4.1	247	2.3	0	-	2,163	20.0
$1.51 to $2.00...	512	4.7	2,052	19.0	1,743	16.1	124	1.1	0	-	4,431	40.9
$2.01 to $2.50...	322	3.0	941	8.6	683	6.3	185	1.7	0	-	2,131	19.7
$2.51 to $3.00...	26	.2	127	1.2	196	1.8	62	.6	0	-	411	3.8
$3.01 to $3.50...	62	.6	85	.8	124	1.1	62	.6	0	-	333	3.1
$3.51 to $4.00...	11	.1	0	-	0	-	0	-	0	-	11	.1
$4.01 to $5.00...	62	.6	0	-	0	-	62	.6	0	-	124	1.1
$5.01 to $6.00...	0	-	73	.7	0	-	0	-	0	-	73	.7
$6.01 to $7.00...	0	-	0	-	73	.7	0	-	0	-	73	.7
$7.01 and over...	0	-	62	.6	0	-	0	-	0	-	62	.6
Total.....	1,978	18.2	4,340	40.2	3,521	32.5	989	9.1	0	-	10,828	100.0

Table 23F.--Number and percent of school districts with children from families of welfare recipients or the chronically unemployed, categorized by per pupil expenditures from ESEA title II programs, 1967-68

Per pupil expenditures	Percentage of children from families of welfare recipients or the chronically unemployed											
	0 percent		1 to 10 percent		11 to 50 percent		51 to 90 percent		91 to 100 percent		Total	
	School districts		School districts		School districts		School districts		School districts			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
0.....	126	1.2	62	0.6	62	0.6	0	-	0	-	250	2.3
$0.01 to $0.50...	0	-	146	1.3	0	-	0	-	0	-	146	1.3
$0.51 to $1.00...	76	.7	541	5.0	3	0	0	-	0	-	620	5.7
$1.01 to $1.50...	241	2.2	1,748	16.1	174	1.6	0	-	0	-	2,163	20.0
$1.51 to $2.00...	482	4.5	3,196	29.5	691	6.4	62	0.6	0	-	4,431	41.0
$2.01 to $2.50...	0	-	1,566	14.5	503	4.6	62	.6	0	-	2,131	19.7
$2.51 to $3.00...	124	1.1	223	2.1	64	.6	0	-	0	-	411	3.8
$3.01 to $3.50...	185	1.7	23	.2	125	1.2	0	-	0	-	333	3.1
$3.51 to $4.00...	0	-	11	.1	0	-	0	-	0	-	11	.1
$4.01 to $5.00...	0	-	62	.6	62	.6	0	-	0	-	124	1.1
$5.01 to $6.00...	0	-	73	.7	0	-	0	-	0	-	73	.7
$6.01 to $7.00...	0	-	0	-	73	.7	0	-	0	-	73	.7
$7.01 and over...	0	-	62	.6	0	-	0	-	0	-	62	.6
Total.....	1,234	11.4	7,713	71.2	1,757	16.2	124	1.2	0	-	10,828	100.0

Table 24.--Number of school districts in expenditure categories, by State and local per pupil expenditures and per pupil expenditures from ESEA title II for school library resources and other instructional materials, 1965-68

ESEA title II per pupil expenditures, 1965-68	State and local per pupil expenditures, 1965-68																			
	0 to $1.00		$1.01 to $2.00		$2.01 to $3.00		$3.01 to $4.00		$4.01 to $5.00		$5.01 to $7.00		$7.01 to $10.00		$10.01 to $15.00		$15.01 and over		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)
$0.01 to $0.50..	0	-	0	-	62	0.6	0	-	0	-	0	-	0	-	11	0.1	0	-	73	0.7
$0.51 to $1.00..	0	-	0	-	1	0	74	0.7	64	0.6	1	0	62	0.6	2	0	135	1.3	339	3.2
$1.01 to $1.50..	75	0.7	98	0.9	245	2.3	208	2.0	158	1.5	341	3.2	246	2.3	292	2.7	415	3.9	2,078	19.5
$1.51 to $2.00..	24	.2	437	4.1	518	4.8	552	5.2	390	3.7	598	5.6	583	5.4	337	3.2	525	4.9	3,964	37.1
$2.01 to $2.50..	0	-	271	2.5	296	2.8	294	2.7	198	1.9	229	2.1	210	2.0	480	4.5	417	3.9	2,395	22.4
$2.51 to $3.00..	73	.6	11	.1	62	.6	146	1.4	74	.7	136	1.3	2	0	185	1.7	21	.2	710	6.6
$3.01 to $3.50..	11	.1	0	-	0	-	124	1.2	11	.1	0	-	62	.6	11	.1	185	1.7	404	3.8
$3.51 and over..	62	.6	62	.6	0	-	62	.6	73	.7	73	.7	135	1.2	0	-	248	2.3	715	6.7
Total.....	245	2.2	879	8.2	1,184	11.1	1,460	13.8	968	9.2	1,378	12.9	1,300	12.1	1,318	12.3	1,946	18.2	10,678	100.0

Table 25.--Number of school districts in expenditure categories, by per pupil expenditures from ESEA title II, 1965-68, and per pupil expenditures for instructional materials from Federal sources other than ESEA title II, 1965-68

Per pupil expenditures from other Federal sources, 1965-68	Per pupil expenditures under ESEA title II, 1965-68																	
	0		$0.01 to $0.50		$0.51 to $1.00		$1.01 to $1.50		$1.51 to $2.00		$2.01 to $2.50		$2.51 to $3.00		$3.01 and over		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
0.....	127	1.2	73	0.7	11	0.1	409	3.8	1,118	10.3	729	6.7	228	2.1	187	1.7	2,882	26.6
$0.01 to $0.50.....	0	-	0	-	64	.6	214	2.0	461	4.3	28	.3	1	0	11	.1	779	7.2
$0.51 to $1.00.....	0	-	0	-	0	-	244	2.3	326	3.0	295	2.7	21	.2	11	.1	897	8.3
$1.01 to $1.50.....	0	-	0	-	2	0	238	2.2	237	2.2	344	3.2	1	0	0	-	822	7.6
$1.51 to $2.00.....	0	-	0	-	124	1.1	26	.2	484	4.5	211	1.9	11	.1	146	1.4	1,002	9.2
$2.01 to $2.50.....	0	-	0	-	0	-	272	2.5	205	1.9	74	.7	1	0	0	-	552	5.1
$2.51 to $3.00.....	0	-	0	-	0	-	63	.6	256	2.4	198	1.8	62	.6	62	.6	641	5.9
$3.01 to $3.50.....	0	-	0	-	0	-	124	1.1	220	2.0	85	.8	73	.7	62	.6	564	5.2
$3.51 to $4.00.....	0	-	0	-	0	-	65	.6	14	.1	249	2.3	62	.6	135	1.3	525	4.8
$4.01 to $5.00.....	0	-	0	-	0	-	1	0	157	1.4	32	.3	73	.7	124	1.2	387	3.6
$5.01 to $6.00.....	0	-	0	-	0	-	125	1.2	33	.3	62	.6	1	0	124	1.1	345	3.2
$6.01 to $7.00.....	0	-	0	-	63	.6	11	.1	134	1.2	11	.1	124	1.1	0	-	343	3.2
$7.01 and over.....	0	-	0	-	64	.6	127	1.1	406	3.8	105	1.0	12	.1	382	3.5	1,096	10.1
Total.....	127	1.2	73	.7	328	3.0	1,919	17.7	4,051	37.4	2,423	22.3	670	6.2	1,244	11.5	10,835	100.0

Table 26.--Number of school districts in expenditure categories, by per pupil expenditures for instructional materials from Federal sources other than ESEA title II, 1965-68, and per pupil expenditures from ESEA title II, 1967-68

Per pupil expenditures from other Federal sources, 1965-68	Per pupil expenditures from ESEA title II, 1967-68																	
	0		$0.01 to $0.50		$0.51 to $1.00		$1.01 to $1.50		$1.51 to $2.00		$2.01 to $2.50		$2.51 to $3.00		$3.01 and over		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
0	127	1.1	83	0.7	62	0.6	484	4.5	1,224	11.3	704	6.5	136	1.3	62	0.6	2,882	26.6
$0.01 to $0.50	0	-	0	-	65	.6	217	2.0	399	3.7	35	.3	63	.6	0	-	779	7.2
$0.51 to $1.00	0	-	0	-	62	.6	307	2.8	406	3.8	98	.9	2	0	22	.2	897	8.3
$1.01 to $1.50	0	-	0	-	35	.3	192	1.8	273	2.5	310	2.9	12	.1	0	-	822	7.6
$1.51 to $2.00	62	.6	0	-	146	1.3	107	1.0	527	4.8	76	.7	11	.1	73	.7	1,002	9.2
$2.01 to $2.50	0	-	0	-	62	.6	136	1.2	218	2.0	74	.7	62	.6	0	-	552	5.1
$2.51 to $3.00	0	-	0	-	0	-	24	.2	429	3.9	64	.6	0	-	124	1.2	641	5.9
$3.01 to $3.50	0	-	0	-	62	.6	125	1.2	157	1.4	147	1.3	0	-	73	.7	564	5.2
$3.51 to $4.00	0	-	62	.6	62	.6	63	.6	150	1.3	126	1.1	0	-	62	.6	525	4.8
$4.01 to $5.00	0	-	0	-	1	0	11	.1	157	1.4	94	.9	0	-	124	1.2	387	3.6
$5.01 to $6.00	0	-	0	-	0	-	125	1.2	33	.3	62	.6	124	1.1	1	0	345	3.2
$6.01 to $7.00	0	-	0	-	0	-	125	1.2	156	1.4	62	.6	0	-	0	-	343	3.2
$7.01 and over	62	.6	0	-	64	.6	249	2.3	304	2.8	281	2.6	1	0	135	1.2	1,096	10.1
Total	251	2.3	145	1.3	621	5.8	2,165	20.1	4,433	40.6	2,133	19.7	411	3.8	676	6.4	10,835	100.0

Table 27.--Number of school districts in expenditure categories, by per pupil expenditures for instructional materials from State and local funds, 1965-68, and per pupil expenditures from ESEA title II, 1967-68

ESEA title II per pupil expenditures, 1967-68	Per pupil expenditures from State and local funds, 1965-68																	
	0 to $1.00		$1.01 to $3.00		$3.01 to $5.00		$5.01 to $7.00		$7.01 to $10.00		$10.01 to $15.00		$15.01 to $20.00		$20.01 and over		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
0.....	126	1.1	0	-	0	-	0	-	0	-	0	-	62	0.6	62	0.6	250	2.3
$0.01 to $0.50...	0	-	62	0.6	0	-	0	-	0	-	11	0.1	0	-	73	.6	146	1.3
$0.51 to $1.00...	0	-	13	.1	382	3.5	2	0	124	1.1	24	.2	63	.6	12	.1	620	5.7
$1.01 to $1.50...	0	-	268	2.4	451	4.2	359	3.3	295	2.7	292	2.7	83	.8	415	3.7	2,163	20.0
$1.51 to $2.00...	97	.9	1,183	10.9	1,009	9.3	548	5.0	631	5.8	565	5.2	169	1.5	229	2.1	4,431	40.9
$2.01 to $2.50...	168	1.5	371	3.4	420	3.9	146	1.4	84	.8	498	4.6	124	1.1	320	3.0	2,131	19.7
$2.51 to $3.00...	0	-	124	1.1	75	.7	62	.6	12	.1	1	0	75	.7	62	.6	411	3.8
$3.01 to $3.50...	0	-	135	1.3	62	.6	12	.1	0	-	124	1.1	0	-	0	-	333	3.1
$3.51 to $4.00...	0	-	0	-	0	-	0	-	0	-	11	.1	0	-	0	-	11	.1
$4.01 to $5.00...	0	-	62	.6	0	-	62	.6	0	-	0	-	0	-	0	-	124	1.1
$5.01 to $6.00...	0	-	0	-	62	.6	0	-	11	.1	0	-	0	-	0	-	73	.7
$6.01 to $7.00...	0	-	0	-	0	-	11	.1	62	.6	0	-	0	-	0	-	73	.7
$7.01 and over...	0	-	0	-	0	-	0	-	62	.6	0	-	0	-	0	-	62	.6
Total.....	391	3.6	2,218	20.5	2,461	22.8	1,202	11.1	1,281	11.8	1,526	14.1	576	5.3	1,173	10.8	10,828	100.0

Table 28.--Number of school districts in expenditure categories, by per pupil expenditures for instructional materials from State, local, and Federal sources excluding ESEA title II, 1965-68, and per pupil expenditures from ESEA title II, 1967-68

ESEA title II per pupil expenditures, 1967-68	Per pupil expenditures from State, local, and Federal sources excluding ESEA title II, 1965-68																	
	0 to $1.00		$1.01 to $3.00		$3.01 to $5.00		$5.01 to $7.00		$7.01 to $10.00		$10.01 to $15.00		$15.01 to $20.00		$20.01 and over		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
0.....	127	1.2	0	-	0	-	0	-	0	-	0	-	0	-	123	1.1	250	2.3
$0.01 to $0.50...	0	-	62	0.5	0	-	0	-	0	-	11	0.1	0	-	73	.7	146	1.3
$0.51 to $1.00...	0	-	12	.1	249	2.3	135	1.3	0	-	148	1.3	1	0	75	.7	620	5.7
$1.01 to $1.50...	0	-	130	1.2	394	3.6	303	2.8	347	3.2	293	2.7	157	1.4	539	5.0	2,163	20.0
$1.51 to $2.00...	12	.1	548	5.0	1,168	10.8	696	6.4	558	5.1	853	7.9	294	2.7	302	2.8	4,431	40.9
$2.01 to $2.50...	62	.6	293	2.7	270	2.6	354	3.2	190	1.8	322	2.9	247	2.3	393	3.6	2,131	19.7
$2.51 to $3.00...	0	-	124	1.3	75	.7	62	.6	11	.1	1	0	75	.7	63	.6	411	3.8
$3.01 to $3.50...	0	-	73	.6	62	.6	62	.6	11	.1	63	.6	62	.6	0	-	333	3.1
$3.51 to $4.00...	0	-	0	-	0	-	0	-	0	-	11	.1	0	-	0	-	11	.1
$4.01 to $5.00...	0	-	0	-	0	-	62	.6	62	.6	0	-	0	-	0	-	124	1.1
$5.01 to $6.00...	0	-	0	-	0	-	0	-	62	.6	0	-	11	.1	0	-	73	.7
$6.01 to $7.00...	0	-	0	-	0	-	0	-	11	.1	0	-	0	-	62	.6	73	.7
$7.01 and over...	0	-	0	-	0	-	0	-	0	-	62	.6	0	-	0	-	62	.6
Total.....	201	1.9	1,242	11.4	2,218	20.6	1,674	15.5	1,252	11.6	1,764	16.2	847	7.8	1,630	15.0	10,828	100.0

Table 29.--Number of public elementary schools in categories of per pupil expenditures for instructional materials from State, local, and Federal sources other than ESEA title II, as compared with number of schools in categories of ESEA title II per pupil expenditures, 1965-68

ESEA title II per pupil expenditures, 1965-68	Per pupil expenditures for instructional materials from State, local, and Federal sources other than ESEA title II, 1965-68																	
	0 to $1.00		$1.01 to $3.00		$3.01 to $5.00		$5.01 to $7.00		$7.01 to $10.00		$10.01 to $15.00		$15.01 to $20.00		$20.01 and over		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
0.....	385	0.8	0	-	27	0.1	0	-	27	0.1	0	-	77	0.1	77	0.1	593	1.2
$0.01 to $0.50..	27	.1	95	0.2	81	.2	296	0.6	211	.4	0	-	0	-	230	.4	940	1.9
$0.51 to $1.00..	124	.2	1,320	2.6	731	1.4	572	1.1	516	1.0	278	0.5	95	.2	157	.3	3,793	7.3
$1.01 to $1.50..	232	.5	2,866	5.6	3,191	6.2	2,038	4.0	1,565	3.0	1,741	3.4	690	1.3	575	1.1	12,898	25.1
$1.51 to $2.00..	282	.5	3,613	7.0	4,045	7.9	2,075	4.0	1,944	3.8	2,331	4.5	903	1.8	642	1.3	15,835	30.8
$2.01 to $2.50..	147	.3	2,179	4.2	1,877	3.7	1,260	2.5	1,244	2.4	1,423	2.8	387	.8	723	1.4	9,238	18.1
$2.51 to $3.00..	77	.1	778	1.5	397	.8	474	.9	145	.3	352	.7	296	.6	402	.8	2,921	5.7
$3.01 to $3.50..	41	.1	282	.5	329	.6	493	1.0	153	.3	388	.8	83	.2	104	.2	1,873	3.7
$3.51 to $4.00..	118	.2	226	.4	95	.2	180	.4	222	.4	77	.1	77	.1	77	.1	1,072	1.9
$4.01 to $5.00..	0	-	131	.3	68	.1	104	.2	54	.1	0	-	77	.1	77	.1	511	.9
$5.01 to $6.00..	77	.1	81	.2	201	.4	41	.1	110	.2	0	-	41	.1	0	-	551	1.1
$6.01 to $7.00..	0	-	118	.2	27	.1	0	-	27	.1	27	.1	0	-	0	-	199	.5
$7.01 and over..	27	.1	246	.5	41	.1	83	.2	118	.2	230	.4	77	.1	95	.2	917	1.8
Total.....	1,535	3.0	11,935	23.2	11,110	21.8	7,616	15.0	6,336	12.3	6,847	13.3	2,803	5.4	3,159	6.0	51,341	100.0

Table 30.--Number of public secondary schools in categories of per pupil expenditures for instructional materials from State, local, and Federal sources other than ESEA title II, as compared with number of schools in categories of ESEA title II per pupil expenditures, 1965-68

ESEA title II per pupil expenditures, 1965-68	Per pupil expenditures for instructional materials from State, local, and Federal sources other than ESEA title II, 1965-68																	
	0 to $1.00		$1.01 to $3.00		$3.01 to $5.00		$5.01 to $7.00		$7.01 to $10.00		$10.01 to $15.00		$15.01 to $20.00		$20.01 and over		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
0.....	156	0.8	0	-	0	-	0	-	0	-	0	-	0	-	63	0.3	219	1.1
$0.01 to $0.50..	0	-	187	1.0	17	0.1	0	-	35	0.2	17	0.1	0	-	0	-	256	1.3
$0.51 to $1.00..	0	-	295	1.5	381	2.0	58	0.3	172	.9	41	.2	80	0.4	65	.3	1,092	5.6
$1.01 to $1.50..	0	-	693	3.6	1,159	5.9	708	3.6	814	4.2	382	2.0	385	2.0	535	2.7	4,676	24.0
$1.51 to $2.00..	0	-	552	2.8	1,448	7.4	722	3.7	460	2.4	769	3.9	429	2.2	696	3.6	5,076	26.0
$2.01 to $2.50..	24	.1	454	2.3	788	4.0	658	3.4	400	2.1	677	3.5	214	1.1	656	3.4	3,871	19.8
$2.51 to $3.00..	126	.6	139	.7	128	.7	215	1.1	191	1.0	48	.2	80	.4	126	.6	1,053	5.4
$3.01 to $3.50..	0	-	126	.6	237	1.2	80	.4	151	.8	65	.3	63	.3	278	1.4	1,000	5.1
$3.51 to $4.00..	126	.6	0	-	72	.4	41	.2	126	.6	24	.1	0	-	127	.6	516	2.6
$4.01 to $5.00..	0	-	65	.3	145	.7	135	.7	207	1.1	209	1.1	72	.4	150	.8	983	5.0
$5.01 to $6.00..	0	-	24	.1	24	.1	17	.1	17	.1	0	-	63	.3	0	-	145	.7
$6.01 to $7.00..	0	-	0	-	0	-	0	-	63	.3	17	.1	0	-	63	.3	143	.7
$7.01 and over..	0	-	24	.1	87	.4	190	1.0	17	.1	80	.4	17	.1	63	.3	478	2.5
Total.....	432	2.2	2,559	13.1	4,486	22.9	2,824	14.4	2,653	13.6	2,329	11.9	1,403	7.2	2,822	14.5	19,508	99.8

Table 31A.--State and local per pupil expenditures by number and percent of school districts in categories of expenditures for school library resources and other instructional materials, 1964-65 and 1967-68

Expenditures per pupil	1964-65		1967-68	
	Number of school districts	Percent of total school districts	Number of school districts	Percent of total school districts
(1)	(2)	(3)	(4)	(5)
Total school districts.....	10,821	100.0	10,821	100.0
0 to $2.00.....	2,383	22.0	1,384	12.8
$2.01 to $4.00.....	2,805	25.9	1,992	18.4
$4.01 to $6.00.....	1,591	14.7	1,635	15.1
$6.01 to $8.00.....	531	4.9	1,563	14.4
$8.01 to $10.00.....	890	8.2	795	7.3
$10.01 to $12.00.....	407	3.8	508	4.7
$12.01 to $14.00.....	761	7.0	523	4.8
$14.01 and over.....	1,455	13.5	2,425	22.5

Table 31B.--State and local per pupil expenditures by number and percent of school districts in categories of expenditures for textbooks, 1964-65 and 1967-68

Expenditures per pupil	1964-65		1967-68	
	Number of school districts	Percent of total school districts	Number of school districts	Percent of total school districts
(1)	(2)	(3)	(4)	(5)
Total school districts.....	10,819	100.0	10,819	100.0
0 to $2.00.....	2,736	25.3	2,465	22.8
$2.01 to $4.00.....	2,119	19.6	1,557	14.4
$4.01 to $6.00.....	2,376	21.9	2,306	21.3
$6.01 to $8.00.....	1,936	17.9	2,137	19.7
$8.01 to $10.00.....	772	7.1	1,321	12.2
$10.01 to $12.00.....	281	2.6	512	4.7
$12.01 to $14.00.....	73	.7	137	1.3
$14.01 and over.....	531	4.9	389	3.6

Table 32A.--Percent of total current school district expenditures* from all sources allotted to school library resources and other instructional materials by number and percent of school districts, 1964-65 and 1967-68

Percent of total current expenditures	Number and percent of school districts			
	1964-65		1967-68	
	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)
0 to 2.5.....	8,184	75.6	8,449	78.0
2.6 to 5.0.....	2,432	22.5	2,197	20.3
5.1 to 7.5.....	124	1.1	95	.9
7.6 to 10.0.....	62	.6	62	.6
10.1 to 15.0....	0	-	0	-
15.1 to 20.0....	1	0	0	-
20.1 to 25.0....	0	-	21	.2
25.1 and over...	21	.2	0	-
Total.....	10,824	100.0	10,824	100.0

*Current expenditures exclude only those for capital outlay and debt service.

Table 32B.--Percent of total current school district expenditures* from all sources allotted to textbooks by number and percent of school districts, 1964-65 and 1967-68

Percent of total current expenditures	Number and percent of school districts			
	1964-65		1967-68	
	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)
0 to 2.5.....	10,126	93.5	9,853	91.0
2.6 to 5.0.....	425	3.9	749	6.9
5.1 to 7.5.....	125	1.2	135	1.3
7.6 to 10.0.....	2	0	2	0
10.1 to 15.0....	135	1.3	63	.6
15.1 to 20.0....	0	-	11	.1
20.1 to 25.0....	0	-	0	-
25.1 and over...	11	.1	11	.1
Total.....	10,824	100.0	10,824	100.0

*Current expenditures exclude only those for capital outlay and debt service.

Table 33.--Number of school districts in categories of pupil expenditures which would have met 1967-68 needs for school library resources, textbooks, and other instructional materials

Additional per pupil expenditures needed	School districts					
	School library resources		Textbooks		Other instructional materials	
	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
0 to $3.00.....	3,892	36.0	6,586	60.8	6,465	59.7
$3.01 to $5.00.....	1,516	14.0	854	7.9	1,498	13.8
$5.01 to $7.00.....	1,630	15.1	1,129	10.4	484	4.5
$7.01 to $9.00.....	479	4.4	826	7.6	408	3.8
$9.01 to $11.00....	729	6.7	692	6.4	502	4.6
$11.01 to $13.00...	658	6.1	222	2.1	209	.9
$13.01 to $15.00...	367	3.4	127	1.2	74	.7
$15.01 to $20.00...	556	5.1	189	1.7	497	4.6
$20.01 to $25.00...	208	1.9	0	-	322	3.0
$25.01 to $30.00...	286	2.6	125	1.2	85	.8
$30.01 and over....	503	4.7	74	.7	280	2.6
Total.....	10,824	100.0	10,824	100.0	10,824	100.0

Table 34.--Number of school districts reporting amounts of school library resources and other instructional materials acquired per pupil under ESEA title II, 1965-68, by number of instructional materials per pupil available in school districts, June 1965

Number of school library resources and other instructional materials acquired under ESEA title II, 1965-68		Number of instructional materials per pupil available in school districts, June 1965				
		0 to 5	6 to 10	11 to 15	16 to 20	21 and over
(1)		(2)	(3)	(4)	(5)	(6)
Books per pupil	0 to 5.....	3,891	4,826	1,589	393	64
	6 to 10.....	62	0	0	0	0
	11 to 15.....	0	0	0	0	0
	16 to 20.....	0	0	0	0	0
	21 and over..	0	0	0	0	0
Audiovisual items per pupil	0 to 5.....	3,953	4,826	1,589	393	64
	6 to 10.....	0	0	0	0	0
	11 to 15.....	0	0	0	0	0
	16 to 20.....	0	0	0	0	0
	21 and over..	0	0	0	0	0
Periodicals per pupil (number of subscriptions)	0 to 5.....	2,701	3,509	1,163	259	64
	6 to 10.....	490	311	157	62	0
	11 to 15.....	46	198	124	0	0
	16 to 20.....	272	107	62	62	0
	21 and over..	443	701	83	11	0

Table 35A.--Number of public elementary schools in various categories of quantities of audiovisual materials acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Negro, 1965-68

School enrollment	Items per school	Percent of enrollment which is Negro											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils	0 to 50.....	2,421	4.7	939	1.8	240	0.5	27	0.1	199	0.4	3,826	7.5
	51 to 75.....	355	.7	68	.1	151	.3	0	-	0	-	574	1.1
	76 to 100.....	77	.1	27	.1	41	.1	0	-	0	-	145	.3
	101 to 200.....	119	.2	41	.1	41	.1	0	-	0	-	201	.4
	201 and over....	231	.4	27	.1	41	.1	68	.1	201	.4	568	1.1
Schools with 201 to 999 pupils	0 to 100.....	15,017	29.2	8,866	17.3	3,092	6.0	669	1.3	2,357	4.6	30,001	58.4
	101 to 200.....	2,792	5.4	2,003	3.9	522	1.0	195	.4	638	1.3	6,150	12.0
	201 to 400.....	1,929	3.8	1,245	2.4	596	1.2	162	.3	226	.4	4,158	8.1
	401 to 600.....	916	1.8	263	.5	412	.8	27	.1	108	.2	1,726	3.4
	601 to 1,000....	597	1.2	429	.8	0	-	27	.1	54	.1	1,107	2.2
	1,001 and over..	195	.4	271	.4	83	.2	230	.4	27	.1	806	1.5
Schools with 1,000 or more pupils	0 to 100.....	644	1.2	472	.9	259	.5	149	.3	553	1.1	2,077	4.0
	101 and over....	0	-	0	-	0	-	0	-	0	-	0	-
	Total.....	25,293	49.2	14,651	28.4	5,478	10.8	1,554	3.0	4,363	8.6	51,339	100.0

Table 35B.--Number of public secondary schools in various categories of quantities of audiovisual materials acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Negro, 1965-68

School enrollment	Items per school	Percent of enrollment which is Negro											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils	0 to 50.....	965	5.0	279	1.4	190	1.0	0	-	17	0.1	1,451	7.5
	51 to 75.....	63	.3	63	.3	0	-	0	-	0	-	126	.6
	76 to 100.....	0	-	0	-	24	.1	0	-	24	.1	48	.2
	101 to 200.....	253	1.3	0	-	0	-	0	-	0	-	253	1.3
	201 and over....	24	.1	41	.2	24	.1	0	-	0	-	89	.5
Schools with 201 to 999 pupils	0 to 100.....	4,087	21.0	2,275	11.7	986	5.1	76	0.4	496	2.5	7,920	40.6
	101 to 200.....	651	3.3	557	2.9	128	.7	80	.4	303	1.6	1,719	8.8
	201 to 400.....	475	2.4	501	2.6	117	.6	63	.3	80	.4	1,236	6.3
	401 to 600.....	72	.4	48	.2	48	.2	0	-	104	.5	272	1.4
	601 to 1,000....	189	1.0	185	.9	65	.3	0	-	0	-	439	2.3
	1,001 and over..	214	1.1	87	.4	48	.2	0	-	87	.4	436	2.2
Schools with 1,000 or more pupils	0 to 100.....	1,691	8.7	2,291	11.7	948	4.9	179	.9	410	2.1	5,519	28.3
	101 and over....	0	-	0	-	0	-	0	-	0	-	0	-
	Total.....	8,684	44.5	6,327	32.4	2,578	13.2	398	2.1	1,521	7.8	19,508	100.0

Table 35C.--Number of public elementary schools in various categories of quantities of audiovisual materials acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Oriental, 1965-68

School enrollment	Items per school	Percent of enrollment which is Oriental											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils	0 to 50.....	3,495	6.9	304	0.6	0	-	0	-	27	0.1	3,826	7.5
	51 to 75.....	533	1.0	41	.1	0	-	0	-	0	-	574	1.1
	76 to 100.....	145	.3	0	-	0	-	0	-	0	-	145	.3
	101 to 200.....	201	.4	0	-	0	-	0	-	0	-	201	.4
	201 and over....	500	1.0	68	.1	0	-	0	-	0	-	568	1.1
Schools with 201 to 999 pupils	0 to 100.....	24,828	48.3	4,974	9.7	199	0.4	0	-	0	-	30,001	58.4
	101 to 200.....	4,574	8.9	1,576	3.1	0	-	0	-	0	-	6,150	12.0
	201 to 400.....	3,610	7.0	521	1.0	0	-	27	0.1	0	-	4,158	8.1
	401 to 600.....	1,540	3.0	186	.4	0	-	0	-	0	-	1,726	3.4
	601 to 1,000....	831	1.7	276	.5	0	-	0	-	0	-	1,107	2.2
	1,001 and over..	653	1.2	153	.3	0	-	0	-	0	-	806	1.5
Schools with 1,000 or more pupils	0 to 100.....	1,752	3.4	325	.6	0	-	0	-	0	-	2,077	4.0
	101 and over....	0	-	0	-	0	-	0	-	0	-	0	-
	Total.....	42,662	83.0	8,424	16.4	199	.4	27	.1	27	.1	51,339	100.0

Table 35D.--Number of public secondary schools in various categories of quantities of audiovisual materials acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Oriental, 1965-68

School enrollment	Items per school	Percent of enrollment which is Oriental											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils	0 to 50.....	1,371	7.0	80	0.5	0	-	0	-	0	-	1,451	7.5
	51 to 75.....	126	.6	0	-	0	-	0	-	0	-	126	.6
	76 to 100.....	48	.2	0	-	0	-	0	-	0	-	48	.2
	101 to 200.....	253	1.3	0	-	0	-	0	-	0	-	253	1.3
	201 and over....	65	.4	24	.1	0	-	0	-	0	-	89	.5
Schools with 201 to 999 pupils	0 to 100.....	7,307	37.5	589	3.0	0	-	0	-	24	0.1	7,920	40.6
	101 to 200.....	1,528	7.8	191	1.0	0	-	0	-	0	-	1,719	8.8
	201 to 400.....	919	4.7	317	1.6	0	-	0	-	0	-	1,236	6.3
	401 to 600.....	272	1.4	0	-	0	-	0	-	0	-	272	1.4
	601 to 1,000....	359	1.9	80	.4	0	-	0	-	0	-	439	2.3
	1,001 and over..	373	1.9	63	.3	0	-	0	-	0	-	436	2.2
Schools with 1,000 or more pupils	0 to 100.....	3,996	20.5	1,472	7.5	34	0.2	0	-	17	.1	5,519	28.3
	101 and over....	0	-	0	-	0	-	0	-	0	-	0	-
	Total.....	16,617	85.2	2,816	14.4	34	.2	0	-	41	.2	19,508	100.0

Table 35E.--Number of public elementary schools in various categories of quantities of audiovisual materials acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Cuban descent, 1965-68

School enrollment	Items per school	Percent of enrollment which is Spanish surnamed of Cuban descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils	0 to 50.....	3,826	7.5	0	-	0	-	0	-	0	-	3,826	7.5
	51 to 75.....	574	1.1	0	-	0	-	0	-	0	-	574	1.1
	76 to 100.....	145	.3	0	-	0	-	0	-	0	-	145	.3
	101 to 200.....	201	.4	0	-	0	-	0	-	0	-	201	.4
	201 and over....	568	1.1	0	-	0	-	0	-	0	-	568	1.1
Schools with 201 to 999 pupils	0 to 100.....	28,224	55.0	1,709	3.3	68	0.1	0	-	0	-	30,001	58.4
	101 to 200.....	5,531	10.8	551	1.1	68	.1	0	-	0	-	6,150	12.0
	201 to 400.....	4,009	7.8	149	.3	0	-	0	-	0	-	4,158	8.1
	401 to 600.....	1,595	3.1	104	.2	27	.1	0	-	0	-	1,726	3.4
	601 to 1,000....	1,003	2.0	104	.2	0	-	0	-	0	-	1,107	2.2
	1,001 and over..	806	1.5	0	-	0	-	0	-	0	-	806	1.5
Schools with 1,000 or more pupils	0 to 100.....	1,806	3.5	271	.5	0	-	0	-	0	-	2,077	4.0
	101 and over....	0	-	0	-	0	-	0	-	0	-	0	-
	Total.....	48,288	94.1	2,888	5.6	163	.3	0	-	0	-	51,339	100.0

Table 35F.--Number of public secondary schools in various categories of quantities of audiovisual materials acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Cuban descent, 1965-68

School enrollment	Items per school	Percent of enrollment which is Spanish surnamed of Cuban descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils	0 to 50.....	1,451	7.5	0	-	0	-	0	-	0	-	1,451	7.5
	51 to 75.....	126	.6	0	-	0	-	0	-	0	-	126	.6
	76 to 100.....	48	.2	0	-	0	-	0	-	0	-	48	.2
	101 to 200.....	253	1.3	0	-	0	-	0	-	0	-	253	1.3
	201 and over....	89	.5	0	-	0	-	0	-	0	-	89	.5
Schools with 201 to 999 pupils	0 to 100.....	7,771	39.8	132	0.7	17	0.1	0	-	0	-	7,920	40.6
	101 to 200.....	1,639	8.4	80	.4	0	-	0	-	0	-	1,719	8.8
	201 to 400.....	1,202	6.2	34	.2	0	-	0	-	0	-	1,236	6.3
	401 to 600.....	248	1.3	24	.1	0	-	0	-	0	-	272	1.4
	601 to 1,000....	352	1.8	87	.4	0	-	0	-	0	-	439	2.3
	1,001 and over..	436	2.2	0	-	0	-	0	-	0	-	436	2.2
Schools with 1,000 or more pupils	0 to 100.....	4,803	24.6	665	3.4	34	.2	17	0.1	0	-	5,519	28.3
	101 and over....	0	-	0	-	0	-	0	-	0	-	0	-
	..												
	Total.....	18,418	94.4	1,022	5.2	51	.3	17	.1	0	-	19,508	100.0

Table 35G.--Number of public elementary schools in various categories of quantities of audiovisual materials acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Latin American descent, 1965-68

School enrollment	Items per school	Percent of enrollment which is Spanish surnamed of Latin American descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils	0 to 50.....	3,640	7.1	186	0.4	0	-	0	-	0	-	3,826	7.5
	51 to 75.....	574	1.1	0	-	0	-	0	-	0	-	574	1.1
	76 to 100.....	145	.3	0	-	0	-	0	-	0	-	145	.3
	101 to 200.....	160	.3	41	.1	0	-	0	-	0	-	201	.4
	201 and over....	541	1.0	27	.1	0	-	0	-	0	-	568	1.1
Schools with 201 to 999 pupils	0 to 100.....	28,522	55.5	1,357	2.6	95	0.2	27	0.1	0	-	30,001	58.4
	101 to 200.....	5,529	10.8	621	1.2	0	-	0	-	0	-	6,150	12.0
	201 to 400.....	3,826	7.4	137	.3	195	.4	0	-	0	-	4,158	8.1
	401 to 600.....	1,726	3.4	0	-	0	-	0	-	0	-	1,726	3.4
	601 to 1,000....	912	1.8	195	.4	0	-	0	-	0	-	1,107	2.2
	1,001 and over..	688	1.3	118	.2	0	-	0	-	0	-	806	1.5
Schools with 1,000 or more pupils	0 to 100.....	1,860	3.6	217	.4	0	-	0	-	0	-	2,077	4.0
	101 and over....	0	-	0	-	0	-	0	-	0	-	0	-
	Total.....	48,123	93.6	2,899	5.7	290	.6	27	.1	0	-	51,339	100.0

Table 35H.--Number of public secondary schools in various categories of quantities of audiovisual materials acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Latin American descent, 1965-68

School enrollment	Items per school	Percent of enrollment which is Spanish surnamed of Latin American descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils	0 to 50.....	1,325	6.8	126	0.6	0	-	0	-	0	-	1,451	7.5
	51 to 75.....	126	.6	0	-	0	-	0	-	0	-	126	.6
	76 to 100.....	48	.2	0	-	0	-	0	-	0	-	48	.2
	101 to 200.....	253	1.3	0	-	0	-	0	-	0	-	253	1.3
	201 and over....	89	.5	0	-	0	-	0	-	0	-	89	.5
Schools with 201 to 999 pupils	0 to 100.....	7,487	38.4	433	2.2	0	-	0	-	0	-	7,920	40.6
	101 to 200.....	1,591	8.2	128	.7	0	-	0	-	0	-	1,719	8.8
	201 to 400.....	1,139	5.8	17	.1	80	0.4	0	-	0	-	1,236	6.3
	401 to 600.....	272	1.4	0	-	0	-	0	-	0	-	272	1.4
	601 to 1,000....	439	2.3	0	-	0	-	0	-	0	-	439	2.3
	1,001 and over..	310	1.6	126	.6	0	-	0	-	0	-	436	2.2
Schools with 1,000 or more pupils	0 to 100.....	4,609	23.6	858	4.4	52	.1	0	-	0	-	5,519	28.3
	101 and over....	0	-	0	-	0	-	0	-	0	-	0	-
	Total.....	17,688	90.7	1,688	8.7	132	.7	0	-	0	-	19,508	100.0

Table 351.--Number of public elementary schools in various categories of quantities of audiovisual materials acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Mexican descent, 1965-68

School enrollment	Items per school	Percent of enrollment which is Spanish surnamed of Mexican descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils	0 to 50.....	3,489	6.9	219	0.4	77	0.1	41	0.1	0	-	3,826	7.5
	51 to 75.....	533	1.0	41	.1	0	-	0	-	0	-	574	1.1
	76 to 100.....	145	.3	0	-	0	-	0	-	0	-	145	.3
	101 to 200.....	201	.4	0	-	0	-	0	-	0	-	201	.4
	201 and over....	437	.8	131	.3	0	-	0	-	0	-	568	1.1
Schools with 201 to 999 pupils	0 to 100.....	23,179	45.1	4,722	9.2	1,525	3.0	385	.7	190	0.4	30,001	58.4
	101 to 200.....	4,579	8.9	1,201	2.3	302	.6	41	.1	2[illegible]	.1	6,150	12.0
	201 to 400.....	3,236	6.3	632	1.2	290	.6	0	-	0	-	4,158	8.1
	401 to 600.....	1,432	2.9	149	.3	68	.1	77	.1	0	-	1,726	3.4
	601 to 1,000....	740	1.5	26[illegible]	.5	104	.2	0	-	0	-	1,107	2.2
	1,001 and over..	535	1.0	0	-	271	.5	0	-	0	-	806	1.5
Schools with 1,000 or more pupils	0 to 100.....	1,497	2.9	526	1.0	54	.1	0	-	0	-	2,077	4.0
	101 and over....	0	-	0	-	0	-	0	-	0	-	0	-
	Total.....	40,003	78.0	7,884	15.3	2,691	5.2	544	1.0	217	.5	51,339	100.0

Table 35J.--Number of public secondary schools in various categories of quantities of audiovisual materials acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Mexican descent, 1965-68

School enrollment	Items per school	Percent of enrollment which is Spanish surnamed of Mexican descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils	0 to 50.....	1,157	5.9	231	1.2	63	0.3	0	-	0	-	1,451	7.5
	51 to 75.....	0	-	63	.3	63	.3	0	-	0	-	126	.6
	76 to 100.....	48	.2	0	-	0	-	0	-	0	-	48	.2
	101 to 200.....	253	1.3	0	-	0	-	0	-	0	-	253	1.3
	201 and over....	89	.5	0	-	0	-	0	-	0	-	89	.5
Schools with 201 to 999 pupils	0 to 100.....	7,002	35.9	622	3.2	279	1.4	17	0.1	0	-	7,920	40.6
	101 to 200.....	1,504	7.7	191	1.0	24	.1	0	-	0	-	1,719	8.8
	201 to 400.....	952	4.9	243	1.2	24	.1	0	-	17	0.1	1,236	6.3
	401 to 600.....	272	1.4	0	-	0	-	0	-	0	-	272	1.4
	601 to 1,000....	296	1.5	63	.3	80	.4	0	-	0	-	439	2.3
	1,001 and over..	286	1.5	150	.8	0	-	0	-	0	-	436	2.2
Schools with 1,000 or more pupils	0 to 100.....	3,708	19.0	1,427	7.3	343	1.8	41	.2	0	-	5,519	28.3
	101 and over....	0	-	0	-	0	-	0	-	0	-	0	-
	Total.....	15,567	79.8	2,990	15.3	876	4.5	58	.3	17	.1	19,508	100.0

Table 35K.--Number of public elementary schools in various categories of quantities of audiovisual materials acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Puerto Rican descent, 1965-68

School enrollment	Items per school	Percent of enrollment which is Spanish surnamed of Puerto Rican descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils	0 to 50.....	3,722	7.3	104	0.2	0	-	0	-	0	-	3,826	7.5
	51 to 75.....	533	1.0	41	.1	0	-	0	-	0	-	574	1.1
	76 to 100.....	145	.3	0	-	0	-	0	-	0	-	145	.3
	101 to 200.....	201	.4	0	-	0	-	0	-	0	-	201	.4
	201 and over....	568	1.1	0	-	0	-	0	-	0	-	568	1.1
Schools with 201 to 999 pupils	0 to 100.....	28,533	55.5	1,373	2.7	68	0.1	27	0.1	0	-	30,001	58.4
	101 to 200.....	5,675	11.1	398	.8	77	.1	0	-	0	-	6,150	12.0
	201 to 400.....	3,808	7.4	309	.6	41	.1	0	-	0	-	4,158	8.1
	401 to 600.....	1,554	3.0	145	.3	27	.1	0	-	0	-	1,726	3.4
	601 to 1,000....	954	1.9	0	-	153	.3	0	-	0	-	1,107	2.2
	1,001 and over..	806	1.5	0	-	0	-	0	-	0	-	806	1.5
Schools with 1,000 or more pupils	0 to 100.....	1,725	3.3	271	.5	54	.1	27	.1	0	-	2,077	4.0
	101 and over....	0	-	0	-	0	-	0	-	0	-	0	-
	Total.....	48,224	93.9	2,641	5.2	420	.8	54	.1	0	-	51,339	100.0

Table 35L.--Number of public secondary schools in various categories of quantities of audiovisual materials acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Puerto Rican descent, 1965-68

School enrollment	Items per school	Percent of enrollment which is Spanish surnamed of Puerto Rican descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils	0 to 50.....	1,434	7.4	17	0.1	0	-	0	-	0	-	1,451	7.5
	51 to 75.....	126	.6	0	-	0	-	0	-	0	-	126	.6
	76 to 100.....	48	.2	0	-	0	-	0	-	0	-	48	.2
	101 to 200.....	253	1.3	0	-	0	-	0	-	0	-	253	1.3
	201 and over....	89	.5	0	-	0	-	0	-	0	-	89	.5
Schools with 201 to 999 pupils	0 to 100.....	7,758	39.8	145	.7	17	0.1	0	-	0	-	7,920	40.6
	101 to 200.....	1,695	8.7	24	.1	0	-	0	-	0	-	1,719	8.8
	201 to 400.....	1,156	5.9	80	.4	0	-	0	-	0	-	1,236	6.3
	401 to 600.....	272	1.4	0	-	0	-	0	-	0	-	272	1.4
	601 to 1,000....	439	2.3	0	-	0	-	0	-	0	-	439	2.3
	1,001 and over..	373	1.9	63	.3	0	-	0	-	0	-	436	2.2
Schools with 1,000 or more pupils	0 to 100.....	4,794	24.6	645	3.3	80	.4	0	-	0	-	5,519	28.3
	101 and over....	0	-	0	-	0	-	0	-	0	-	0	-
	Total.....	18,437	94.5	974	5.0	97	.5	0	-	0	-	19,508	100.0

Table 35M.--Number of public elementary schools in various categories of quantities of audiovisual materials acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Spanish descent, 1965-68

School enrollment	Items per school	Percent of enrollment which is Spanish surnamed of Spanish descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils	0 to 50.....	3,785	7.4	41	0.1	0	-	0	-	0	-	3,826	7.5
	51 to 75.....	533	1.0	41	.1	0	-	0	-	0	-	574	1.1
	76 to 100.....	145	.3	0	-	0	-	0	-	0	-	145	.3
	101 to 200.....	201	.4	0	-	0	-	0	-	0	-	201	.4
	201 and over....	568	1.1	0	-	0	-	0	-	0	-	568	1.1
Schools with 201 to 999 pupils	0 to 100.....	27,846	54.2	2,114	4.1	41	0.1	0	-	0	-	30,001	58.4
	101 to 200.....	5,384	10.5	698	1.4	68	.1	0	-	0	-	6,150	12.0
	201 to 400.....	3,690	7.2	441	.9	27	.1	0	-	0	-	4,158	8.1
	401 to 600.....	1,573	3.1	153	.3	0	-	0	-	0	-	1,726	3.4
	601 to 1,000....	912	1.8	195	.4	0	-	0	-	0	-	1,107	2.2
	1,001 and over..	729	1.4	77	.1	0	-	0	-	0	-	806	1.5
Schools with 1,000 or more pupils	0 to 100.....	1,928	3.7	149	.3	0	-	0	-	0	-	2,077	4.0
	101 and over....	0	-	0	-	0	-	0	-	0	-	0	-
	Total.....	47,294	92.1	3,909	7.6	136	.3	0	-	0	-	51,339	100.0

Table 35N.--Number of public secondary schools in various categories of quantities of audiovisual materials acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Spanish descent, 1965-68

School enrollment	Items per school	Percent of enrollment which is Spanish surnamed of Spanish descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils	0 to 50.....	1,325	6.8	126	0.6	0	-	0	-	0	-	1,451	7.5
	51 to 75.....	126	.6	0	-	0	-	0	-	0	-	126	.6
	76 to 100.....	48	.2	0	-	0	-	0	-	0	-	48	.2
	101 to 200.....	190	1.0	63	.3	0	-	0	-	0	-	253	1.3
	201 and over....	89	.5	0	-	0	-	0	-	0	-	89	.5
Schools with 201 to 999 pupils	0 to 100.....	7,315	37.5	588	3.0	17	0.1	0	-	0	-	7,920	40.6
	101 to 200.....	1,632	8.4	87	.4	0	-	0	-	0	-	1,719	8.8
	201 to 400.....	1,202	6.1	34	.2	0	-	0	-	0	-	1,236	6.3
	401 to 600.....	272	1.4	0	-	0	-	0	-	0	-	272	1.4
	601 to 1,000....	439	2.3	0	-	0	-	0	-	0	-	439	2.3
	1,001 and over..	373	1.9	63	.3	0	-	0	-	0	-	436	2.2
Schools with 1,000 or more pupils	0 to 100.....	4,799	24.6	703	3.6	17	.1	0	-	0	-	5,519	28.3
	101 and over....	0	-	0	-	0	-	0	-	0	-	0	-
	Total.....	17,810	91.3	1,664	8.5	34	.2	0	-	0	-	19,508	100.0

Table 36A.--Number and percent of public elementary schools in various categories of quantities of library books acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Negro, 1965-68

School enrollment	Books per school/ pupil	Percent of enrollment which is Negro											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils (books per school)	0 to 200.....	1,262	2.4	650	1.2	190	0.4	27	0.1	0	-	2,129	4.1
	201 to 400.....	1,550	3.0	145	.3	201	.4	0	-	104	0.2	2,000	4.0
	401 to 600.....	119	.2	230	.4	41	.1	0	-	83	.2	473	.9
	601 to 1,000...	118	.2	0	-	41	.1	0	-	68	.1	227	.4
	1,001 to 1,500...	0	-	0	-	0	-	0	-	68	.1	68	.1
	1,501 and over...	153	.4	77	.1	41	.1	68	.1	77	.1	416	.8
Schools with 201 to 999 pupils (books per school)	0 to 250.....	5,414	10.5	2,733	5.3	1,071	2.1	226	.4	441	.9	9,885	19.3
	251 to 500.....	6,989	13.6	3,985	7.8	911	1.8	358	.7	996	1.9	13,239	25.8
	501 to 750.....	4,111	8.0	2,620	5.1	1,149	2.2	184	.4	806	1.6	8,870	17.3
	751 to 1,000...	2,145	4.2	1,539	3.0	733	1.4	149	.3	570	1.1	5,136	10.0
	1,001 to 2,000...	2,406	4.7	1,636	3.2	613	1.2	162	.3	452	.9	5,269	10.3
	2,001 to 3,000...	159	.3	347	.7	159	.3	0	-	41	.1	706	1.4
	3,001 to 4,000...	180	.4	68	.1	0	-	1	0	0	-	249	.5
	4,001 to 6,000...	41	.1	152	.3	0	-	23	.4	104	.2	527	1.0
	6,001 and over...	0	-	0	-	68	.1	0	-	0	-	68	.1
Schools with 1,000 or more pupils (books per pupil)	1 to 3.....	644	1.3	472	.9	259	.5	149	.3	553	1.1	2,077	4.0
	4 to 6.....	0	-	0	-	0	-	0	-	0	-	0	-
	7 to 9.....	0	-	0	-	0	-	0	-	0	-	0	-
	10 and over...	0	-	0	-	0	-	0	-	0	-	0	-
	Total.....	25,291	49.3	14,654	28.5	5,477	10.7	1,554	3.0	4,363	8.5	51,339	100.0

Table 36B.--Number and percent of public secondary schools in various categories of quantities of library books acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Negro, 1965-68

School enrollment	Books per school/ pupil	Percent of enrollment which is Negro											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils (books per school)	0 to 200.....	466	2.4	48	0.2	63	0.3	0	-	0	-	577	3.0
	201 to 400.....	713	3.7	318	1.6	126	.6	0	-	24	0.1	1,181	6.1
	401 to 600.....	0	-	0	-	24	.1	0	-	0	-	24	.1
	601 to 1,000...	63	.3	0	-	24	.1	0	-	0	-	87	.4
	1,001 to 1,500...	0	-	0	-	0	-	0	-	17	.1	17	.1
	1,501 and over...	63	.3	17	.1	0	-	0	-	0	-	80	.4
Schools with 201 to 999 pupils (books per school)	0 to 250.....	1,871	9.6	781	4.0	279	1.4	17	0.1	98	.5	3,046	15.6
	251 to 500.....	1,273	6.5	1,223	6.3	617	3.2	126	.6	139	.7	3,378	17.3
	501 to 750.....	1,198	6.1	704	3.6	221	1.1	58	.3	301	1.5	2,482	12.8
	751 to 1,000...	523	2.7	391	2.0	169	.9	0	-	246	1.3	1,329	6.8
	1,001 to 2,000...	763	3.9	446	2.3	58	.3	0	-	239	1.2	1,506	7.8
	2,001 to 3,000...	0	-	24	.1	0	-	17	.1	48	.2	89	.5
	3,001 to 4,000...	63	.3	17	.1	24	.1	0	-	0	-	104	.5
	4,001 to 6,000...	0	-	41	.2	0	-	0	-	0	-	41	.2
	6,001 and over...	0	-	24	.1	24	.1	0	-	0	-	48	.2
Schools with 1,000 or more pupils (books per pupil)	1 to 3.....	1,650	8.5	2,250	11.5	924	4.7	179	.9	386	2.0	5,389	27.6
	4 to 6.....	17	.1	41	.2	0	-	0	-	24	.1	82	.4
	7 to 9.....	24	.1	0	-	0	-	0	-	0	-	24	.1
	10 and over...	0	-	0	-	24	.1	0	-	0	-	24	.1
	Total.....	8,687	44.6	6,325	32.4	2,577	13.2	397	2.0	1,522	7.8	19,508	100.0

Table 36C.--Number and percent of public elementary schools in various categories of quantities of library books acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Oriental, 1965-68

School enrollment	Books per school/ pupil	Percent of enrollment which is Oriental											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils (books per school)	0 to 200.....	1,916	3.7	213	0.4	0	-	0	-	0	-	2,129	4.1
	201 to 400.....	1,890	3.7	83	.2	0	-	0	-	27	0.1	2,000	4.0
	401 to 600.....	396	.8	77	.1	0	-	0	-	0	-	473	.9
	601 to 1,000...	186	.3	41	.1	0	-	0	-	0	-	227	.4
	1,001 to 1,500...	68	.1	0	-	0	-	0	-	0	-	68	.1
	1,501 and over...	416	.8	0	-	0	-	0	-	0	-	416	.8
Schools with 201 to 999 pupils (books per school)	0 to 250.....	7,925	15.4	1,829	3.6	131	0.3	0	-	0	-	9,885	19.3
	251 to 500.....	11,106	21.6	2,079	4.1	27	.1	27	0.1	0	-	13,239	25.8
	501 to 750.....	7,380	14.4	1,449	2.8	41	.1	0	-	0	-	8,870	17.3
	751 to 1,000...	4,246	8.3	890	1.7	0	-	0	-	0	-	5,136	10.0
	1,001 to 2,000...	4,223	8.3	1,046	2.0	0	-	0	-	0	-	5,269	10.3
	2,001 to 3,000...	470	.9	236	.5	0	-	0	-	0	-	706	1.4
	3,001 to 4,000...	195	.4	54	.1	0	-	0	-	0	-	249	.5
	4,001 to 6,000...	423	.8	104	.2	0	-	0	-	0	-	527	1.0
	6,001 and over...	68	.1	0	-	0	-	0	-	0	-	68	.1
Schools with 1,000 or more pupils (books per pupil)	1 to 3.....	1,752	3.4	325	.6	0	-	0	-	0	-	2,077	4.0
	4 to 6.....	0	-	0	-	0	-	0	-	0	-	0	-
	7 to 9.....	0	-	0	-	0	-	0	-	0	-	0	-
	10 and over...	0	-	0	-	0	-	0	-	0	-	0	-
	Total.....	42,660	83.0	8,426	16.4	199	.4	27	.1	27	.1	51,339	100.0

Table 36D.--Number and percent of public secondary schools in various categories of quantities of library books acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Oriental, 1965-68

School enrollment	Books per school/ pupil	Percent of enrollment which is Oriental											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils (books per school)	0 to 200.....	553	2.8	24	0.1	0	-	0	-	0	-	577	3.0
	201 to 400.....	1,101	5.6	80	.4	0	-	0	-	0	-	1,181	6.1
	401 to 600.....	24	.1	0	-	0	-	0	-	0	-	24	.1
	601 to 1,000...	87	.4	0	-	0	-	0	-	0	-	87	.4
	1,001 to 1,500...	17	.1	0	-	0	-	0	-	0	-	17	.1
	1,501 and over...	80	.4	0	-	0	-	0	-	0	-	80	.4
Schools with 201 to 999 pupils (books per school)	0 to 250.....	2,454	12.6	592	3.0	0	-	0	-	0	-	3,046	15.6
	251 to 500.....	3,023	15.5	328	1.7	0	-	0	-	27	0.1	3,378	17.3
	501 to 750.....	2,413	12.4	69	.4	0	-	0	-	0	-	2,482	12.8
	751 to 1,000...	1,264	6.5	65	.3	0	-	0	-	0	-	1,329	6.8
	1,001 to 2,000...	1,343	6.9	163	.8	0	-	0	-	0	-	1,506	7.8
	2,001 to 3,000...	89	.5	0	-	0	-	0	-	0	-	89	.5
	3,001 to 4,000...	104	.5	0	-	0	-	0	-	0	-	104	.5
	4,001 to 6,000...	41	.2	0	-	0	-	0	-	0	-	41	.2
	6,001 and over...	24	.1	24	.1	0	-	0	-	0	-	48	.2
Schools with 1,000 or more pupils (books per pupil)	1 to 3.....	3,884	19.9	1,454	7.5	34	0.2	0	-	17	.1	5,389	27.6
	4 to 6.....	65	.3	17	.1	0	-	0	-	0	-	82	.4
	7 to 9.....	24	.1	0	-	0	-	0	-	0	-	24	.1
	10 and over...	24	.1	0	-	0	-	0	-	0	-	24	.1
	Total.....	16,614	85.2	2,816	14.4	34	.2	0	-	44	.2	19,508	100.0

Table 36E.--Number and percent of public elementary schools in various categories of quantities of library books acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Cuban descent, 1965-68

School enrollment	Books per school/ pupil	Percent of enrollment which is Spanish surnamed of Cuban descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils (books per school)	0 to 200.....	2,129	4.1	0	-	0	-	0	-	0	-	2,129	4.1
	201 to 400.....	2,000	4.0	0	-	0	-	0	-	0	-	2,000	4.0
	401 to 600.....	473	.9	0	-	0	-	0	-	0	-	473	.9
	601 to 1,000...	227	.4	0	-	0	-	0	-	0	-	227	.4
	1,001 to 1,500...	68	.1	0	-	0	-	0	-	0	-	68	.1
	1,501 and over...	416	.8	0	-	0	-	0	-	0	-	416	.8
Schools with 201 to 999 pupils (books per school)	0 to 250.....	9,369	18.2	489	1.0	27	0.1	0	-	0	-	9,885	19.3
	251 to 500.....	12,375	24.1	837	1.5	27	.1	0	-	0	-	13,239	25.8
	501 to 750.....	8,541	16.7	329	.6	0	-	0	-	0	-	8,870	17.3
	751 to 1,000...	4,851	9.4	244	.5	41	.1	0	-	0	-	5,136	10.0
	1,001 to 2,000...	4,664	9.1	564	1.1	41	.1	0	-	0	-	5,269	10.3
	2,001 to 3,000...	553	1.1	153	.3	0	-	0	-	0	-	706	1.4
	3,001 to 4,000...	249	.5	0	-	0	-	0	-	0	-	249	.5
	4,001 to 6,000...	527	1.0	0	-	0	-	0	-	0	-	527	1.0
	6,001 and over...	41	.1	0	-	27	.1	0	-	0	-	68	.1
Schools with 1,000 or more pupils (books per pupil)	1 to 3.....	1,806	3.5	271	.5	0	-	0	-	0	-	2,077	4.0
	4 to 6.....	0	-	0	-	0	-	0	-	0	-	0	-
	7 to 9.....	0	-	0	-	0	-	0	-	0	-	0	-
	10 and over...	0	-	0	-	0	-	0	-	0	-	0	-
	Total.....	48,289	94.0	2,887	5.5	163	.5	0	-	0	-	51,339	100.0

Table 36F.--Number and percent of public secondary schools in various categories of quantities of library books acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Cuban descent, 1965-68

School enrollment	Books per school/ pupil	Percent of enrollment which is Spanish surnamed of Cuban descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils (books per school)	0 to 200.....	577	3.0	0	-	0	-	0	-	0	-	577	3.0
	201 to 400.....	1,181	6.1	0	-	0	-	0	-	0	-	1,181	6.1
	401 to 600.....	24	.1	0	-	0	-	0	-	0	-	24	.1
	601 to 1,000...	87	.4	0	-	0	-	0	-	0	-	87	.4
	1,001 to 1,500...	17	.1	0	-	0	-	0	-	0	-	17	.1
	1,501 and over...	80	.4	0	-	0	-	0	-	0	-	80	.4
Schools with 201 to 999 pupils (books per school)	0 to 250.....	2,856	14.6	190	1.0	0	-	0	-	0	-	3,046	15.6
	251 to 500.....	3,330	17.1	48	.2	0	-	0	-	0	-	3,378	17.3
	501 to 750.....	2,430	12.5	52	.3	0	-	0	-	0	-	2,482	12.8
	751 to 1,000...	1,312	6.7	17	.1	0	-	0	-	0	-	1,329	6.8
	1,001 to 2,000...	1,437	7.4	52	.3	17	0.1	0	-	0	-	1,506	7.8
	2,001 to 3,000...	89	.5	0	-	0	-	0	-	0	-	89	.5
	3,001 to 4,000...	104	.5	0	-	0	-	0	-	0	-	104	.5
	4,001 to 6,000...	41	.2	0	-	0	-	0	-	0	-	41	.2
	6,001 and over...	48	.2	0	-	0	-	0	-	0	-	48	.2
Schools with 1,000 or more pupils (books per pupil)	1 to 3.....	4,714	24.2	641	3.3	17	.1	17	0.1	0	-	5,389	27.6
	4 to 6.....	41	.2	24	.1	17	.1	0	-	0	-	82	.4
	7 to 9.....	24	.1	0	-	0	-	0	-	0	-	24	.1
	10 and over...	24	.1	0	-	0	-	0	-	0	-	24	.1
	Total.....	18,416	94.4	1,024	5.2	51	.3	17	.1	0	-	19,508	100.0

Table 36G.--Number and percent of public elementary schools in various categories of quantities of library books acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Latin American descent, 1965-68

School enrollment	Books per school/ pupil	Percent of enrollment which is Spanish surnamed of Latin American descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils (books per school)	0 to 200.....	1,943	3.8	186	0.4	0	-	0	-	0	-	2,129	4.1
	201 to 400.....	2,000	4.0	0	-	0	-	0	-	0	-	2,000	4.0
	401 to 600.....	432	.8	41	.1	0	-	0	-	0	-	473	.9
	601 to 1,000...	227	.4	0	-	0	-	0	-	0	-	227	.4
	1,001 to 1,500...	68	.1	0	-	0	-	0	-	0	-	68	.1
	1,501 and over...	389	.8	27	.1	0	-	0	-	0	-	416	.8
Schools with 201 to 999 pupils (books per school)	0 to 250.....	9,158	17.8	700	1.4	27	0.1	0	-	0	-	9,885	19.3
	251 to 500.....	12,292	23.9	725	1.4	222	.4	0	-	0	-	13,239	25.8
	501 to 750.....	8,597	16.7	246	.5	0	-	27	0.1	0	-	8,870	17.3
	751 to 1,000...	4,933	9.6	203	.4	0	-	0	-	0	-	5,136	10.0
	1,001 to 2,000...	4,929	9.6	340	.7	0	-	0	-	0	-	5,269	10.3
	2,001 to 3,000...	506	1.0	159	.3	41	.1	0	-	0	-	706	1.4
	3,001 to 4,000...	222	.4	27	.1	0	-	0	-	0	-	249	.5
	4,001 to 6,000...	500	1.0	27	.1	0	-	0	-	0	-	527	1.0
	6,001 and over...	68	.1	0	-	0	-	0	-	0	-	68	.1
Schools with 1,000 or more pupils (books per pupil)	1 to 3.....	1,860	3.6	217	.4	0	-	0	-	0	-	2,077	4.0
	4 to 6.....	0	-	0	-	0	-	0	-	0	-	0	-
	7 to 9.....	0	-	0	-	0	-	0	-	0	-	0	-
	10 and over...	0	-	0	-	0	-	0	-	0	-	0	-
	Total.....	48,124	93.7	2,898	5.6	290	.6	27	.1	0	-	51,339	100.0

Table 36H.--Number and percent of public secondary schools in various categories of quantities of library books acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Latin American descent, 1965-68

School enrollment	Books per school/ pupil	Percent of enrollment which is Spanish surnamed of Latin American descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils (books per school)	0 to 200.....	451	2.3	126	0.6	0	-	0	-	0	-	577	3.0
	201 to 400.....	1,181	6.1	0	-	0	-	0	-	0	-	1,181	6.1
	401 to 600.....	24	.1	0	-	0	-	0	-	0	-	24	.1
	601 to 1,000...	87	.4	0	-	0	-	0	-	0	-	87	.4
	1,001 to 1,500...	17	.1	0	-	0	-	0	-	0	-	17	.1
	1,501 and over...	80	.4	0	-	0	-	0	-	0	-	80	.4
Schools with 201 to 999 pupils (books per school)	0 to 250.....	2,752	14.1	294	1.5	0	-	0	-	0	-	3,046	15.6
	251 to 500.....	3,193	16.4	185	.9	0	-	0	-	0	-	3,378	17.3
	501 to 750.....	2,280	11.7	185	.9	17	0.1	0	-	0	-	2,482	12.8
	751 to 1,000...	1,242	6.4	24	.1	63	.3	0	-	0	-	1,329	6.8
	1,001 to 2,000...	1,489	7.6	17	.1	0	-	0	-	0	-	1,506	7.8
	2,001 to 3,000...	89	.5	0	-	0	-	0	-	0	-	89	.5
	3,001 to 4,000...	104	.5	0	-	0	-	0	-	0	-	104	.5
	4,001 to 6,000...	41	.2	0	-	0	-	0	-	0	-	41	.2
	6,001 and over...	48	.2	0	-	0	-	0	-	0	-	48	.2
Schools with 1,000 or more pupils (books per pupil)	1 to 3.....	4,479	23.0	858	4.4	52	.3	0	-	0	-	5,389	27.6
	4 to 6.....	82	.4	0	-	0	-	0	-	0	-	82	.4
	7 to 9.....	24	.1	0	-	0	-	0	-	0	-	24	.1
	10 and over...	24	.1	0	-	0	-	0	-	0	-	24	.1
	Total.....	17,687	90.7	1,689	8.6	132	.7	0	-	0	-	19,508	100.0

Table 361.--Number and percent of public elementary schools in various categories of quantities of library books acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Mexican descent, 1965-68

School enrollment	Books per school/ pupil	Percent of enrollment which is Spanish surnamed of Mexican descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils (books per school)	0 to 200.....	1,806	3.5	323	0.6	0	-	0	-	0	-	2,129	4.1
	201 to 400.....	1,918	3.8	41	.1	0	-	41	0.1	0	-	2,000	4.0
	401 to 600.....	396	.8	0	-	77	0.1	0	-	0	-	473	.9
	601 to 1,000...	227	.4	0	-	0	-	0	-	0	-	227	.4
	1,001 to 1,500...	68	.1	0	-	0	-	0	-	0	-	68	.1
	1,501 and over...	389	.7	27	.1	0	-	0	-	0	-	416	.8
Schools with 201 to 999 pupils (books per school)	0 to 250.....	6,993	13.6	2,015	3.9	719	1.4	131	.3	27	0.1	9,885	19.3
	251 to 500.....	10,568	20.6	1,725	3.4	733	1.4	145	.3	68	.1	13,239	25.8
	501 to 750.....	7,042	13.8	1,257	2.4	302	.6	201	.4	68	.1	8,870	17.3
	751 to 1,000...	3,943	7.7	870	1.6	296	.6	0	-	27	.1	5,136	10.0
	1,001 to 2,000...	3,943	7.7	1,046	2.0	226	.4	27	.1	27	.1	5,269	10.3
	2,001 to 3,000...	706	1.4	0	-	0	-	0	-	0	-	706	1.4
	3,001 to 4,000...	195	.3	27	.1	27	.1	0	-	0	-	249	.5
	4,001 to 6,000...	270	.5	27	.1	230	.4	0	-	0	-	527	1.0
	6,001 and over...	41	.1	0	-	27	.1	0	-	0	-	68	.1
Schools with 1,000 or more pupils (books per pupil)	1 to 3.....	1,497	2.9	526	1.0	54	.1	0	-	0	-	2,077	4.0
	4 to 6.....	0	-	0	-	0	-	0	-	0	-	0	-
	7 to 9.....	0	-	0	-	0	-	0	-	0	-	0	-
	10 and over...	0	-	0	-	0	-	0	-	0	-	0	-
	Total.....	40,002	77.8	7,884	15.3	2,691	5.2	545	1.2	217	.5	51,339	100.0

Table 36J.--Number and percent of public secondary schools in various categories of quantities of library books acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Mexican descent, 1965-68

School enrollment	Books per school/ pupil	Percent of enrollment which is Spanish surnamed of Mexican descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils (books per school)	0 to 200.....	364	1.9	150	0.8	63	0.3	0	-	0	-	577	3.0
	201 to 400.....	974	5.0	144	.7	63	.3	0	-	0	-	1,181	6.1
	401 to 600.....	24	.1	0	-	0	-	0	-	0	-	24	.1
	601 to 1,000...	87	.4	0	-	0	-	0	-	0	-	87	.4
	1,001 to 1,500...	17	.1	0	-	0	-	0	-	0	-	17	.1
	1,501 and over...	80	.4	0	-	0	-	0	-	0	-	80	.4
Schools with 201 to 999 pupils (books per school)	0 to 250.....	2,412	12.4	484	2.5	150	.8	0	-	0	-	3,046	15.6
	251 to 500.....	2,782	14.3	458	2.3	104	.5	17	0.1	17	0.1	3,378	17.3
	501 to 750.....	2,336	12.0	122	.6	24	.1	0	-	0	-	2,482	12.8
	751 to 1,000...	1,121	5.7	128	.7	80	.4	0	-	0	-	1,329	6.8
	1,001 to 2,000...	1,419	7.3	63	.3	24	.1	0	-	0	-	1,506	7.8
	2,001 to 3,000...	72	.4	17	.1	0	-	0	-	0	-	89	.5
	3,001 to 4,000...	80	.4	0	-	24	.1	0	-	0	-	104	.5
	4,001 to 6,000...	41	.2	0	-	0	-	0	-	0	-	41	.2
	6,001 and over...	48	.2	0	-	0	-	0	-	0	-	48	.2
Schools with 1,000 or more pupils (books per pupil)	1 to 3.....	3,602	18.5	1,403	7.2	343	1.8	41	.2	0	-	5,389	27.6
	4 to 6.....	58	.3	24	.1	0	-	0	-	0	-	82	.4
	7 to 9.....	24	.1	0	-	0	-	0	-	0	-	24	.1
	10 and over...	24	.1	0	-	0	-	0	-	0	-	24	.1
	Total.....	15,565	79.8	2,993	15.3	875	4.5	58	.3	17	.1	19,508	100.0

Table 36K.--Number and percent of public elementary schools in various categories of quantities of library books acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Puerto Rican descent, 1965-68

School enrollment	Books per school/ pupil	Percent of enrollment which is Spanish surnamed of Puerto Rican descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils (books per school)	0 to 200.....	1,984	3.9	145	0.3	0	-	0	-	0	-	2,129	4.1
	201 to 400.....	2,000	4.0	0	-	0	-	0	-	0	-	2,000	4.0
	401 to 600.....	473	.9	0	-	0	-	0	-	0	-	473	.9
	601 to 1,000...	227	.4	0	-	0	-	0	-	0	-	227	.4
	1,001 to 1,500...	68	.1	0	-	0	-	0	-	0	-	68	.1
	1,501 and over...	416	.8	0	-	0	-	0	-	0	-	416	.8
Schools with 201 to 999 pupils (books per school)	0 to 250.....	9,303	18.2	437	.8	118	0.3	27	0.1	0	-	9,885	19.3
	251 to 500.....	12,740	24.8	422	.8	77	.1	0	-	0	-	13,239	25.8
	501 to 750.....	8,328	16.2	474	.9	68	.1	0	-	0	-	8,870	17.3
	751 to 1,000...	4,734	9.2	375	.7	27	.1	0	-	0	-	5,136	10.0
	1,001 to 2,000...	4,898	9.5	371	.7	0	-	0	-	0	-	5,269	10.3
	2,001 to 3,000...	552	1.1	77	.1	77	.1	0	-	0	-	706	1.4
	3,001 to 4,000...	249	.5	0	-	0	-	0	-	0	-	249	.5
	4,001 to 6,000...	486	.9	41	.1	0	-	0	-	0	-	527	1.0
	6,001 and over...	41	.1	27	.1	0	-	0	-	0	-	68	.1
Schools with 1,000 or more pupils (books per pupil)	1 to 3.....	1,725	3.4	271	.5	54	.1	27	.1	0	-	2,077	4.0
	4 to 6.....	0	-	0	-	0	-	0	-	0	-	0	-
	7 to 9.....	0	-	0	-	0	-	0	-	0	-	0	-
	10 and over...	0	-	0	-	0	-	0	-	0	-	0	-
	Total.....	48,224	93.9	2,640	5.1	421	.8	54	.2	0	-	51,339	100.0

Table 36L.--Number and percent of public secondary schools in various categories of quantities of library books acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Puerto Rican descent, 1965-68

School enrollment	Books per school/ pupil	Percent of enrollment which is Spanish surnamed of Puerto Rican descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils (books per school)	0 to 200.....	577	3.0	0	-	0	-	0	-	0	-	577	3.0
	201 to 400.....	1,164	6.0	17	0.1	0	-	0	-	0	-	1,181	6.1
	401 to 600.....	24	.1	0	-	0	-	0	-	0	-	24	.1
	601 to 1,000...	87	.4	0	-	0	-	0	-	0	-	87	.4
	1,001 to 1,500...	17	.1	0	-	0	-	0	-	0	-	17	.1
	1,501 and over...	80	.4	0	-	0	-	0	-	0	-	80	.4
Schools with 201 to 999 pupils (books per school)	0 to 250.....	2,839	14.6	207	1.1	0	-	0	-	0	-	3,046	15.6
	251 to 500.....	3,313	17.0	65	.3	0	-	0	-	0	-	3,378	17.3
	501 to 750.....	2,441	12.5	24	.1	17	0.1	0	-	0	-	2,482	12.8
	751 to 1,000...	1,312	6.7	17	.1	0	-	0	-	0	-	1,329	6.8
	1,001 to 2,000...	1,506	7.8	0	-	0	-	0	-	0	-	1,506	7.8
	2,001 to 3,000...	89	.5	0	-	0	-	0	-	0	-	89	.5
	3,001 to 4,000...	104	.5	0	-	0	-	0	-	0	-	104	.5
	4,001 to 6,000...	41	.2	0	-	0	-	0	-	0	-	41	.2
	6,001 and over...	48	.2	0	-	0	-	0	-	0	-	48	.2
Schools with 1,000 or more pupils (books per pupil)	1 to 3.....	4,688	24.0	621	3.2	80	.4	0	-	0	-	5,389	27.6
	4 to 6.....	58	.3	24	.1	0	-	0	-	0	-	82	.4
	7 to 9.....	24	.1	0	-	0	-	0	-	0	-	24	.1
	10 and over...	24	.1	0	-	0	-	0	-	0	-	24	.1
	Total.....	18,436	94.5	975	5.0	97	.5	0	-	0	-	19,508	100.0

Table 36M.--Number and percent of public elementary schools in various categories of quantities of library books acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Spanish descent, 1965-68

School enrollment	Books per school/ pupil	Percent of enrollment which is Spanish surnamed of Spanish descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils (books per school)	0 to 200.....	2,046	4.0	83	0.2	0	-	0	-	0	-	2,129	4.1
	201 to 400.....	2,000	4.0	0	-	0	-	0	-	0	-	2,000	4.0
	401 to 600.....	473	.9	0	-	0	-	0	-	0	-	473	.9
	601 to 1,000...	227	.4	0	-	0	-	0	-	0	-	227	.4
	1,001 to 1,500...	68	.1	0	-	0	-	0	-	0	-	68	.1
	1,501 and over...	416	.8	0	-	0	-	0	-	0	-	416	.8
Schools with 201 to 999 pupils (books per school)	0 to 250.....	8,849	17.3	1,036	2.0	0	-	0	-	0	-	9,885	19.3
	251 to 500.....	11,961	23.3	1,224	2.4	54	0.1	0	-	0	-	13,239	25.8
	501 to 750.....	8,373	16.3	497	1.0	0	-	0	-	0	-	8,870	17.3
	751 to 1,000...	4,863	9.4	232	.5	41	.1	0	-	0	-	5,136	10.0
	1,001 to 2,000...	4,689	9.2	539	1.0	41	.1	0	-	0	-	5,269	10.3
	2,001 to 3,000...	582	1.2	124	.2	0	-	0	-	0	-	706	1.4
	3,001 to 4,000...	222	.4	27	.1	0	-	0	-	0	-	249	.5
	4,001 to 6,000...	527	1.0	0	-	0	-	0	-	0	-	527	1.0
	6,001 and over...	68	.1	0	-	0	-	0	-	0	-	68	.1
Schools with 1,000 or more pupils (books per pupil)	1 to 3.....	1,928	3.7	149	.3	0	-	0	-	0	-	2,077	4.0
	4 to 6.....	0	-	0	-	0	-	0	-	0	-	0	-
	7 to 9.....	0	-	0	-	0	-	0	-	0	-	0	-
	10 and over...	0	-	0	-	0	-	0	-	0	-	0	-
	Total.....	47,292	92.2	3,911	7.5	136	.3	0	-	0	-	51,339	100.0

Table 36N.--Number and percent of public secondary schools in various categories of quantities of library books acquired under ESEA title II programs, by enrollment size of school and percent of enrollment which is Spanish surnamed of Spanish descent, 1965-68

School enrollment	Books per school/ pupil	Percent of enrollment which is Spanish surnamed of Spanish descent											
		0		1 to 10		11 to 50		51 to 90		91 to 100		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Schools with less than 200 pupils (books per school)	0 to 200.....	514	2.6	63	0.3	0	-	0	-	0	-	577	3.0
	201 to 400.....	1,055	5.4	126	.6	0	-	0	-	0	-	1,181	6.1
	401 to 600.....	24	.1	0	-	0	-	0	-	0	-	24	.1
	601 to 1,000...	87	.4	0	-	0	-	0	-	0	-	87	.4
	1,001 to 1,500...	17	.1	0	-	0	-	0	-	0	-	17	.1
	1,501 and over...	80	.4	0	-	0	-	0	-	0	-	80	.4
Schools with 201 to 999 pupils (books per school)	0 to 250.....	2,774	14.2	272	1.4	0	-	0	-	0	-	3,046	15.6
	251 to 500.....	3,171	16.3	207	1.1	0	-	0	-	0	-	3,378	17.3
	501 to 750.....	2,212	11.3	270	1.4	0	-	0	-	0	-	2,482	12.8
	751 to 1,000...	1,305	6.7	24	.1	0	-	0	-	0	-	1,329	6.8
	1,001 to 2,000...	1,489	7.6	0	-	17	0.1	0	-	0	-	1,506	7.8
	2,001 to 3,000...	89	.5	0	-	0	-	0	-	0	-	89	.5
	3,001 to 4,000...	104	.5	0	-	0	-	0	-	0	-	104	.5
	4,001 to 6,000...	41	.2	0	-	0	-	0	-	0	-	41	.2
	6,001 and over...	48	.2	0	-	0	-	0	-	0	-	48	.2
Schools with 1,000 or more pupils (books per pupil)	1 to 3.....	4,669	23.9	703	3.6	17	.1	0	-	0	-	5,389	27.6
	4 to 6.....	82	.4	0	-	0	-	0	-	0	-	82	.4
	7 to 9.....	24	.1	0	-	0	-	0	-	0	-	24	.1
	10 and over...	24	.1	0	-	0	-	0	-	0	-	24	.1
	Total.....	17,809	91.3	1,665	8.5	34	.2	0	-	0	-	19,508	100.0

Table 37.--Total number and percent of schools meeting State school library standards for library books, periodicals, and audiovisual materials, and annual per pupil expenditures for library books and audiovisual materials in June 1968, by enrollment size of school district and educational level of school

Enrollment size of school district and educational level of school	Number of schools responding and number and percent meeting State school library standards											
	Number responding	Standard for number of books	Percent meeting standard	Number responding	Standard for number of periodical subscriptions	Percent meeting standard	Number responding	Standard for number of audiovisual materials	Percent meeting standard	Number responding	Standard for annual per pupil expenditures for materials	Percent meeting standard
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Total.....	67,021	33,801	50.4	65,305	32,992	50.5	61,020	24,116	39.5	43,446	23,032	53.0
Elementary...	48,075	22,267	46.3	46,662	20,516	44.0	43,862	16,140	36.8	31,233	15,327	49.1
Secondary....	18,946	11,534	60.9	18,643	12,476	66.9	17,158	7,976	46.5	12,213	7,705	63.1
25,000 and over.....	12,933	6,114	47.3	12,668	6,406	50.6	11,031	3,631	32.9	9,136	4,912	53.8
Elementary.....	9,694	4,443	45.8	9,533	4,201	44.1	8,429	2,666	31.6	6,759	3,689	54.6
Secondary.....	3,239	1,671	51.6	3,135	2,205	70.3	2,602	965	37.1	2,377	1,223	51.5
5,000-24,999.....	23,341	11,002	47.1	22,938	11,395	49.7	20,669	7,614	36.8	14,833	7,749	52.2
Elementary.....	17,748	7,776	43.8	17,417	7,571	43.5	15,721	5,344	34.0	11,128	5,502	49.4
Secondary.....	5,593	3,226	57.7	5,521	3,824	69.3	4,948	2,270	45.9	3,705	2,247	60.6
300-4,999.....	30,747	16,685	54.3	29,699	15,191	51.1	29,320	12,871	43.9	19,477	10,371	53.2
Elementary.....	20,633	10,048	48.7	19,712	8,744	44.4	19,712	8,130	41.2	13,346	6,136	46.0
Secondary.....	10,114	6,637	65.6	9,987	6,447	64.6	9,608	4,741	49.3	6,131	4,235	69.1

Table 38.--Total number and percent of schools meeting American Library Association standards (1960) for library books, periodicals, and audiovisual materials and annual per pupil expenditures for library books and audiovisual materials in June 1968, by enrollment size of school district and educational level of school

Enrollment size of school district and educational level of school	Number of schools responding and number and percent meeting American Library Association standards (1960)											
	Number responding	Standard for number of books	Percent meeting standard	Number responding	Standard for number of periodical subscriptions	Percent meeting standard	Number responding	Standard for number of audiovisual materials	Percent meeting standard	Number responding	Standard for annual per pupil expenditures for materials	Percent meeting standard
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Total.....	73,420	11,859	16.2	73,417	3,560	4.8	69,633	9,504	13.6	72,254	32,446	44.9
Elementary...	53,182	7,100	13.4	53,179	1,786	3.4	50,516	6,099	12.1	52,284	21,626	41.4
Secondary....	20,238	4,759	23.5	20,238	1,774	8.8	19,117	3,405	17.8	19,970	10,820	54.2
25,000 and over.....	14,135	2,695	19.1	14,132	680	4.8	12,925	1,515	11.7	13,848	4,426	32.0
Elementary.....	10,775	1,885	17.5	10,772	404	3.8	9,910	1,050	10.6	10,557	3,151	29.8
Secondary.....	3,360	810	24.1	3,360	276	8.2	3,015	465	15.4	3,291	1,275	38.7
5,000-24,999.....	25,199	4,817	19.1	25,200	1,088	4.3	23,831	3,421	14.4	24,754	11,309	45.7
Elementary.....	19,320	3,144	16.3	19,320	538	2.8	18,286	2,441	13.3	18,947	8,274	43.7
Secondary.....	5,879	1,673	28.5	5,880	550	9.4	5,545	980	17.7	5,807	3,035	52.3
300-4,999.....	34,086	4,347	12.8	34,085	1,792	5.3	32,877	4,568	13.9	33,652	16,711	49.7
Elementary.....	23,087	2,071	9.0	23,087	844	3.7	22,320	2,608	11.7	22,780	10,201	44.8
Secondary.....	10,999	2,276	20.7	10,998	948	8.6	10,557	1,960	18.6	10,872	6,510	59.9

Table 39.--Number of schools reporting practices used in selection of materials purchased with ESEA title II funds, by educational level of school, 1967-68

Selection practices	Category of materials								
	School library resources			Textbooks			Other instructional materials		
	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Approved State or district lists	12,414	3,333	15,747	2,290	560	2,850	2,290	560	2,850
Standard selection tools and/or reviewing media	34,008	15,817	49,825	592	1,239	1,831	1,239	592	1,831
Professional bibliographies	32,753	14,110	46,863	1,260	413	1,673	1,260	413	1,673
Review of materials before ordering	28,705	11,030	39,735	1,591	536	2,127	1,591	536	2,127
Selection by teachers and other instructional personnel	32,220	14,322	46,542	1,872	808	2,680	1,872	808	2,680

Table 40.--Number of schools reporting role of school media personnel in selection of instructional materials purchased with ESEA title II funds, by educational level of school, 1967-68

Selection practices	Category of materials								
	School library resources			Textbooks			Other instructional materials		
	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Works with school district media personnel in developing a collection of materials for the school district as a whole.....	18,706	5,904	24,610	1,167	502	1,669	3,498	1,452	4,950
Selects or helps select materials for the local school media center exclusively.....	19,517	12,168	31,685	1,017	327	1,344	4,562	2,274	6,836
Has no role or a minor role in selection of materials....	3,200	648	3,848	1,362	606	1,968	418	1,553	1,971

Table 41.--Number of schools reporting role of classroom teachers in selection of instructional materials purchased with ESEA title II funds, by educational level of school, 1967-68

Selection practices	Category of materials								
	School library resources			Textbooks			Other instructional materials		
	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Made suggestions for developing collection of materials for school district as a whole.....	18,991	4,318	23,309	2,520	419	2,939	2,520	419	2,939
Made suggestions for developing collection of materials for local school media center.....	34,645	15,965	52,965	3,087	1,010	4,097	3,087	1,010	4,097
Systematically received and examined materials in order to evaluate them before purchase.....	23,387	11,017	34,404	2,263	550	2,813	2,263	550	2,813
Had no role or a minor role in selection of materials.....	7,451	6,545	13,996	1,434	314	1,748	1,434	314	1,748

Table 42.--Number and percent of public elementary and secondary schools where types of instructional materials were made available for the first time under ESEA title II, 1965-68

Type of material	Number and percent of schools					
	Elementary		Secondary		Total	
	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Maps	4,743	8.8	1,833	8.9	6,576	8.9
Globes	4,870	9.1	1,868	9.1	6,738	9.1
Filmstrips	11,602	21.6	4,773	23.3	16,375	22.0
Picture sets	12,142	22.6	2,999	14.6	15,141	20.4
Tape recordings	9,983	18.6	4,322	21.1	14,305	19.3
Disk recordings	8,682	16.1	4,667	22.8	13,349	18.0
Periodicals	6,234	11.6	1,549	7.6	7,783	10.6
Transparencies	19,541	36.3	8,109	39.6	27,650	37.2
8 mm film	5,512	10.2	2,401	11.7	7,913	10.7
Microfilm	1,255	2.3	1,876	9.2	3,131	4.2
Art prints	5,345	9.9	2,985	14.6	8,330	11.2
Paperback books	5,149	9.6	3,165	15.4	8,314	11.2
Musical scores	2,200	4.1	963	4.7	3,163	4.3
Professional journals	5,733	10.7	1,690	8.2	7,423	10.0
Research reports	1,572	2.9	537	2.6	2,109	2.8
Reports on experimental or innovative programs	2,910	5.4	833	4.1	3,743	5.0

Table 43.--Number of public elementary and secondary schools reporting on the adequacy of audiovisual equipment for use with audiovisual materials, by enrollment size of school district and educational level, 1967-68

Types of audiovisual materials for use with equipment	Total schools			Enrollment size of school district and educational level								
				25,000 and over			5,000-24,999			300-4,999		
	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Motion pictures:												
Adequate	45,749	33,962	11,787	7,535	5,898	1,637	16,007	12,494	3,513	22,207	15,570	6,637
Not adequate	14,033	7,083	6,950	5,978	4,410	1,568	4,101	2,069	2,032	3,964	614	3,350
Not applicable	4,164	2,719	1,445	596	458	138	1,393	1,034	359	2,175	1,227	948
Filmstrips:												
Adequate	50,595	36,363	14,232	7,820	5,925	1,895	17,287	13,104	4,183	25,488	17,334	8,154
Not adequate	16,760	11,250	5,510	6,028	4,632	1,396	7,730	6,081	1,649	3,002	537	2,465
Not applicable	1,234	840	394	284	215	69	237	165	72	713	460	253
Disk recordings:												
Adequate	41,730	30,820	10,910	7,326	5,844	1,482	14,277	11,170	3,107	20,127	13,806	6,321
Not adequate	27,029	19,125	7,904	6,099	4,410	1,689	9,684	7,198	2,486	11,246	7,517	3,729
Not applicable	4,642	3,305	1,337	701	512	189	1,215	952	263	2,726	1,841	885
Tape recordings:												
Adequate	38,327	27,514	10,813	6,346	4,795	1,551	12,811	9,680	3,131	19,170	13,039	6,131
Not adequate	32,101	23,553	8,548	6,947	5,224	1,723	11,548	8,895	2,653	13,606	9,434	4,172
Not applicable	3,000	2,162	838	813	727	86	865	745	120	1,322	690	632
Slides:												
Adequate	36,529	26,323	10,206	6,538	4,884	1,654	12,729	9,550	3,179	17,262	11,889	5,373
Not adequate	31,597	23,163	8,434	6,750	5,217	1,533	11,309	8,895	2,414	13,538	9,051	4,487
Not applicable	5,418	3,987	1,431	818	646	172	1,428	1,117	311	3,172	2,224	948
Transparencies:												
Adequate	41,747	29,672	12,075	7,129	5,251	1,878	14,292	10,922	3,370	20,326	13,499	6,827
Not adequate	29,770	22,277	7,493	6,584	5,171	1,413	10,316	7,902	2,414	12,870	9,204	3,666
Not applicable	1,999	1,368	631	439	370	69	658	538	120	902	460	442
Programed materials:												
Adequate	17,861	13,797	4,064	2,498	1,912	586	5,751	4,675	1,076	9,612	7,210	2,402
Not adequate	29,651	19,188	10,463	6,673	5,063	1,610	6,537	3,310	3,227	16,441	10,815	5,626
Not applicable	14,746	9,171	5,575	1,447	293	1,154	5,465	3,888	1,577	7,834	4,990	2,844
Maps, etc.:												
Adequate	36,194	21,805	14,389	8,594	6,544	2,050	18,186	13,559	4,627	9,414	1,702	7,712
Not adequate	19,816	14,437	5,379	4,909	3,755	1,154	6,703	5,006	1,697	8,204	5,676	2,528
Not applicable	2,774	1,685	1,089	801	646	155	818	579	239	1,155	460	695
Other:												
Adequate	1,935	1,567	368	267	215	52	662	662	0	1,006	690	316
Not adequate	6,766	5,015	1,751	1,592	1,196	396	1,772	1,365	407	3,402	2,454	948
Not applicable	64,437	46,455	17,982	12,437	9,560	2,877	22,707	17,210	5,497	29,293	19,685	9,608

Table 44A.--Number and percent of public elementary schools enrolling pupils participating in ESEA title II, 1967-68, where improvement in quality of instructional materials was reported, 1965-68

Enrollment size of schools	Elementary schools reporting improvement in quality of materials, 1965-68				Elementary schools reporting no improvement in quality of materials, 1965-68			
	Printed materials		Audiovisual materials		Printed materials		Audiovisual materials	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
0 to 100.....	441	48.0	491	53.4	479	52.0	429	46.6
101 to 300.....	7,298	63.5	7,556	65.8	4,192	36.5	3,934	34.2
301 to 500.....	10,555	60.7	11,866	68.3	6,826	30.3	5,515	31.7
501 to 700.....	6,890	55.6	7,109	57.4	5,503	44.4	5,284	42.6
701 to 900.....	3,092	56.5	3,419	67.5	2,377	43.5	2,050	32.5
901 to 1,000.....	849	52.8	971	60.4	758	47.2	636	39.6
1,001 and over.....	1,164	56.0	1,449	69.8	913	44.0	628	30.2
Total.....	30,289	59.0	32,861	64.0	21,048	41.0	18,476	36.0

Table 44B.--Number and percent of public secondary schools enrolling pupils participating in ESEA title II, 1967-68, where improvement in quality of instructional materials was reported, 1965-68

Enrollment size of schools	Secondary schools reporting improvement in quality of materials, 1965-68				Secondary schools reporting no improvement in quality of materials, 1965-68			
	Printed materials		Audiovisual materials		Printed materials		Audiovisual materials	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
) to 100.....	231	62.4	294	79.5	139	37.6	76	20.5
101 to 300.....	2,996	81.8	2,571	70.2	667	18.2	1,092	29.8
301 to 500.....	2,795	69.0	3,130	77.3	1,254	31.0	919	22.7
501 to 700.....	1,364	56.4	1,357	56.1	1,053	43.6	1,060	43.9
701 to 900.....	1,311	51.8	1,214	48.0	1,219	48.2	1,326	52.0
901 to 1,000.....	466	48.5	517	53.8	495	51.5	444	46.2
1,001 and over...	2,374	43.0	3,072	55.7	3,145	57.0	2,447	44.3
Total.....	11,537	59.1	12,155	62.3	7,972	40.9	7,354	37.7

Table 45.--Number and percent of public elementary and secondary schools enrolling pupils participating in ESEA title II, 1967-68, where improvement in quality of instructional materials was reported, 1965-68, by percent of enrollment which is Negro

Percent of enrollment which is Negro	Schools reporting improvement in quality of instructional materials, 1965-68				Schools reporting no improvement in quality of instructional materials, 1965-68			
	Printed materials		Audiovisual materials		Printed materials		Audiovisual materials	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
0 to 50 percent:								
Elementary.....	26,823	59.0	28,953	63.6	17,599	41.0	16,469	36.4
Secondary.....	10,398	59.1	10,730	61.0	7,192	40.9	6,860	39.0
Total.....	37,221	59.0	39,683	62.9	25,791	41.0	23,329	37.1
51 to 100 percent:								
Elementary.....	3,465	58.5	3,907	66.0	2,451	41.5	2,009	34.0
Secondary.....	1,139	59.3	1,426	74.3	780	40.7	493	25.7
Total.....	4,604	58.7	5,333	68.0	3,231	41.3	2,502	32.0

Table 46.--Ranking of highest priority needs for types of instructional materials, by elementary and secondary schools, 1967-68

Types of instructional materials	Number of elementary schools			Total (columns 2,3,4)	Number of secondary schools			Total (columns 6,7,8)
	Ranking of priority needs				Ranking of priority needs			
	First	Second	Third		First	Second	Third	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. High-interest low-vocabulary materials	16,587	8,799	6,048	31,434	5,002	2,990	2,721	10,713
2. Library books for basic collection	15,169	5,200	5,969	26,338	5,585	1,788	2,020	9,393
3. Audiovisual materials for individual pupil use	5,846	10,350	8,532	24,728	2,593	3,849	3,691	10,133
4. Audiovisual materials for teachers to use in classrooms	3,840	10,145	918	14,903	2,461	3,186	1,595	7,242
5. Materials which foster intercultural understanding	1,810	5,471	6,554	13,835	887	1,748	1,659	4,294
6. Materials for advanced placement or independent study	3,685	4,632	4,569	12,886	1,175	2,828	2,693	6,696
7. Programed materials	1,615	2,622	4,660	8,897	631	952	1,113	2,696
8. Supplementary textbooks	1,653	2,130	3,862	7,645	261	810	990	2,061
9. Materials for the handicapped	1,513	1,349	2,583	5,445	415	477	696	1,588
10. Materials for teaching English as a second language	518	1,595	1,438	3,551	128	439	632	1,199
11. Other	290	122	68	480	161	104	176	441

Table 47.--Comparison of rankings by public elementary schools with public secondary schools of types of materials needed and coefficient of correlation for these rankings, 1967-68

Types of materials needed	Ranking of types of materials given first priority		Ranking of types of materials given second priority		Ranking of types of materials given third priority		Ranking of types of materials given first, second, and third priorities	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. High-interest low-vocabulary materials	1	2	3	3	3	2	1	1
2. Library books for basic collection	2	1	5	5	4	4	2	3
3. Audiovisual materials for individual pupil use	3	3	1	1	1	1	3	2
4. Audiovisual materials for teachers to use in classrooms	4	4	2	2	10	6	4	4
5. Materials which foster intercultural understanding	6	6	4	6	2	5	5	6
6. Materials for advanced placement or independent study	5	5	6	4	6	3	6	5
7. Programed materials	8	7	7	7	5	7	7	7
8. Supplementary textbooks	7	9	8	8	7	8	8	8
9. Materials for the handicapped	9	8	10	9	8	9	9	9
10. Materials for teaching English as a second language	10	11	9	10	9	10	10	10
11. Other	11	10	11	11	11	11	11	11
Coefficient of correlation	.9167		.9242		.6818		.9818	

Table 48A.--Number of public elementary schools rating characteristics of audiovisual school library resources and other instructional materials, 1964-65

Characteristics	Total number responding	Elementary schools									
		Poor		Fair		Good		Excellent		Not applicable	
		Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1. Relevance to units of study and/or curriculum.....	53,694	17,574	32.7	17,515	32.6	8,771	16.3	1,100	2.1	8,734	16.3
2. Relevance to pupil needs.....	53,067	16,651	31.4	17,805	33.6	9,045	17.0	1,100	2.1	8,466	15.9
3. Timeliness (materials are up to date).....	53,039	15,434	29.1	17,708	33.4	10,073	19.0	1,290	2.4	8,534	16.1
4. Quality of content.....	53,227	11,770	22.1	17,184	32.3	13,275	24.9	2,157	4.1	8,841	16.6
5. Quality of format.....	53,213	12,655	23.8	16,280	30.6	13,533	25.4	1,461	2.7	9,284	17.5
6. Sufficiency (quantity of materials).....	52,449	23,764	45.3	15,042	28.7	5,679	10.8	398	.8	7,566	14.4
7. Variety (different types of materials)...	53,272	21,077	39.6	16,561	31.1	6,180	11.6	957	1.8	8,497	15.9

Table 48B.--Number of public elementary schools rating characteristics of audiovisual school library resources and other instructional materials, 1967-68

Characteristics	Total number responding	Elementary schools									
		Poor		Fair		Good		Excellent		Not applicable	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1. Relevance to units of study and/or curriculum.....	54,596	1,218	2.2	10,981	20.1	31,060	56.9	9,062	16.6	2,275	4.2
2. Relevance to pupil needs.....	54,831	1,159	2.1	9,715	17.7	32,250	58.8	9,344	17.1	2,363	4.3
3. Timeliness (materials are up to date).....	54,997	922	1.7	8,940	16.3	31,716	57.7	11,044	20.0	2,375	4.3
4. Quality of content.....	53,963	417	.8	6,417	11.9	31,141	57.7	13,613	25.2	2,375	4.4
5. Quality of format.....	54,900	916	1.7	6,965	12.7	33,366	60.8	10,689	19.5	2,964	5.3
6. Sufficiency (quantity of materials).....	54,704	4,990	9.1	15,443	28.2	27,611	50.5	4,462	8.2	2,198	4.0
7. Variety (different types of materials)...	54,873	2,810	5.1	13,973	25.5	27,699	50.5	8,125	14.8	2,266	4.1

Table 48C.--Number of public elementary schools rating characteristics of printed school library resources and other instructional materials, 1964-65

Characteristics	Total number responding	Elementary schools									
		Poor		Fair		Good		Excellent		Not applicable	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1. Relevance to units of study and/or curriculum.....	53,287	10,266	19.3	22,374	42.0	13,315	25.0	1,405	2.6	5,927	11.1
2. Relevance to pupil needs.....	46,328	9,278	20.0	24,034	51.9	5,935	12.8	1,230	2.7	5,851	12.6
3. Timeliness (materials are up to date).....	53,257	11,235	21.1	21,373	40.1	12,879	24.2	1,919	3.6	5,851	11.0
4. Quality of content.....	53,326	6,013	11.3	18,126	34.0	19,977	37.5	3,332	6.2	5,878	11.0
5. Quality of format.....	53,323	7,687	14.4	18,172	34.1	18,641	34.9	2,447	4.6	6,376	12.0
6. Sufficiency (quantity of materials).....	53,297	19,680	36.9	20,169	37.9	7,372	13.8	356	.7	5,720	10.7
7. Variety (different types of materials)...	51,975	15,842	30.5	21,648	41.6	8,866	17.1	1,076	2.1	4,543	8.7

Table 48D.--Number of public elementary schools rating characteristics of printed school library resources and other instructional materials, 1967-68

Characteristics	Total number responding	Elementary schools									
		Poor		Fair		Good		Excellent		Not applicable	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1. Relevance to units of study and/or curriculum.....	51,969	2,601	5.0	15,564	30.0	24,833	47.8	8,022	15.4	949	1.8
2. Relevance to pupil needs.....	51,675	3,472	6.7	14,714	28.5	25,621	49.6	7,086	13.7	782	1.5
3. Timeliness (materials are up to date).....	51,555	2,239	4.3	13,188	25.6	26,959	52.3	8,493	16.5	676	1.3
4. Quality of content.....	51,605	1,465	2.8	9,867	19.1	29,141	56.5	10,394	20.2	738	1.4
5. Quality of format.....	51,597	1,731	3.4	10,980	21.3	28,893	56.0	8,633	16.7	1,360	2.6
6. Sufficiency (quantity of materials).....	51,997	8,569	16.5	18,913	36.4	19,408	37.3	4,618	8.9	489	.9
7. Variety (different types of materials)...	51,646	6,000	11.6	17,701	34.3	20,424	39.6	6,830	13.2	691	1.3

Table 48E.--Number of public secondary schools rating characteristics of audiovisual school library resources and other instructional materials, 1964-65

Characteristics	Total number responding	Secondary schools									
		Poor		Fair		Good		Excellent		Not applicable	
		Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1. Relevance to units of study and/or curriculum.....	19,881	7,606	38.3	6,026	30.3	2,362	11.9	429	2.2	3,458	17.3
2. Relevance to pupil needs.....	20,276	7,364	36.3	5,630	27.8	3,063	15.1	394	1.9	3,825	18.9
3. Timeliness (materials are up to date).....	20,272	5,965	29.4	6,141	30.3	3,817	18.8	564	2.8	3,785	18.7
4. Quality of content.....	20,203	4,531	22.4	6,266	31.0	4,916	24.3	784	3.9	3,706	18.4
5. Quality of format.....	20,134	4,691	23.3	6,079	30.2	4,558	22.6	699	3.5	4,107	20.4
6. Sufficiency (quantity of materials).....	20,052	8,144	40.6	5,263	26.3	2,588	12.9	424	2.1	3,633	18.1
7. Variety (different types of materials)...	19,635	8,365	42.6	5,556	28.3	1,740	8.9	258	1.3	3,716	18.9

Table 48F.--Number of public secondary schools rating characteristics of audiovisual school library resources and other instructional materials, 1967-68

Characteristics	Total number responding	Secondary schools									
		Poor		Fair		Good		Excellent		Not applicable	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1. Relevance to units of study and/or curriculum.....	20,558	1,022	5.0	6,105	29.7	9,724	47.3	1,996	9.7	1,711	8.3
2. Relevance to pupil needs.....	20,255	1,275	6.3	5,620	27.7	9,661	47.7	2,004	9.9	1,695	8.4
3. Timeliness (materials are up to date).....	20,263	1,286	6.4	3,796	18.7	10,069	49.7	3,514	17.3	1,598	7.9
4. Quality of content.....	20,247	674	3.3	3,530	17.4	10,818	53.4	3,658	18.1	1,567	7.8
5. Quality of format.....	20,245	648	3.2	4,114	20.3	9,960	49.2	3,428	16.9	2,095	10.4
6. Sufficiency (quantity of materials).....	20,924	2,349	11.2	6,066	29.0	8,168	39.0	2,866	13.7	1,475	7.1
7. Variety (different types of materials)...	20,202	2,242	11.1	7,366	36.5	7,190	35.6	1,837	9.1	1,567	7.7

Table 48G.--Number of public secondary schools rating characteristics of printed school library resources and other instructional materials, 1964-65

Characteristics	Total number responding	Secondary schools									
		Poor		Fair		Good		Excellent		Not applicable	
		Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent	Number	Per-cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1. Relevance to units of study and/or curriculum.....	20,262	3,514	17.4	8,229	40.6	5,600	27.6	1,128	5.6	1	8.8
2. Relevance to pupil needs.....	20,261	2,969	14.7	8,668	42.8	5,935	29.3	857	4.2	1,832	9.0
3. Timeliness (materials are up to date).....	20,245	3,783	18.7	7,874	38.9	5,237	25.9	1,664	8.2	1,687	8.3
4. Quality of content.....	20,264	1,703	8.4	6,654	32.8	7,873	38.9	2,369	11.7	1,665	8.2
5. Quality of format.....	20,245	2,336	11.6	6,949	34.3	7,180	35.5	1,769	8.7	2,011	9.9
6. Sufficiency (quantity of materials).....	20,246	6,663	32.9	8,258	40.8	3,302	16.3	375	1.9	1,648	8.1
7. Variety (different types of materials)...	20,270	4,347	21.5	8,999	44.4	4,090	20.2	1,002	4.9	1,832	9.0

Table 48H.--Number of public secondary schools rating characteristics of printed school library resources and other instructional materials, 1967-68

Characteristics	Total number responding	Secondary schools									
		Poor		Fair		Good		Excellent		Not applicable	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1. Relevance to units of study and/or curriculum.....	20,238	178	0.9	2,895	14.3	12,363	61.1	4,377	21.6	425	2.1
2. Relevance to pupil needs.....	20,246	418	2.1	2,364	11.7	13,149	64.9	3,908	19.3	407	2.0
3. Timeliness (materials are up to date).....	20,245	392	1.9	2,292	11.3	11,899	58.8	5,479	27.1	183	.9
4. Quality of content.....	20,263	160	.8	1,191	5.9	12,623	62.3	6,112	30.2	177	.8
5. Quality of format.....	20,247	311	1.5	1,905	9.4	12,743	63.0	4,777	23.6	511	2.5
6. Sufficiency (quantity of materials).....	20,221	1,428	7.1	6,659	32.9	9,819	48.6	2,132	10.5	183	.9
7. Variety (different types of materials)...	20,290	699	3.5	4,748	23.4	10,331	50.9	4,099	20.2	413	2.0

Table 49.--Number of school districts in which school district media services were initiated or expanded in 1965-66, 1966-67, and 1967-68; and extent to which these services were influenced by ESEA title II, by type of service and enrollment size of school district

Type of service and enrollment size of school district	Number of school districts initiating or expanding media services in:			Number of school districts reporting influence of ESEA title II				
	1965-66	1966-67	1967-68	None	Slight	Moderate	Substantial	Don't know
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Consultant services by media specialists:								
Total	1,513	2,524	2,745	416	478	1,416	972	269
25,000 and over	39	46	46	8	11	19	27	1
5,000-24,999	300	439	536	161	96	161	203	21
300-4,999	1,174	2,039	2,163	247	371	1,236	742	247
2. Centralized ordering of instructional materials:								
Total	3,674	4,624	5,173	923	876	2,005	2,406	247
25,000 and over	48	46	54	2	5	15	42	0
5,000-24,999	536	685	793	118	129	321	386	0
300-4,999	3,090	3,893	4,326	803	742	1,669	1,978	247
3. Processing and cataloging of instructional materials:								
Total	2,972	4,314	5,072	363	847	2,215	2,613	196
25,000 and over	39	58	61	0	6	23	51	0
5,000-24,999	461	610	685	54	161	214	461	11
300-4,999	2,472	3,646	4,326	309	680	1,978	2,101	185
4. Circulation of instructional materials from district media center:								
Total	2,227	2,845	4,051	424	888	1,801	1,376	249
25,000 and over	39	52	61	8	15	20	28	2
5,000-24,999	396	568	653	107	193	236	236	0
300-4,999	1,792	2,225	3,337	309	680	1,545	1,112	247
5. Maintenance of curriculum laboratory or media center for professional personnel:								
Total	867	1,670	2,452	693	746	715	708	108
25,000 and over	24	40	52	8	8	22	21	3
5,000-24,999	225	332	546	129	182	75	93	43
300-4,999	618	1,298	1,854	556	556	618	494	62

Table 50.--Number of public elementary and secondary schools in which school district media services were provided, by type of service, enrollment size of school district, and educational level, 1967-68

Enrollment size of school district and educational level	Type of service																	
	Consultant service			Centralized ordering			Centralized processing			Circulation of materials			Curriculum laboratory			Other		
	Number reporting	Schools reporting provision of service		Number reporting	Schools reporting provision of service		Number reporting	Schools reporting provision of service		Number reporting	Schools reporting provision of service		Number reporting	Schools reporting provision of service		Number reporting	Schools reporting provision of service	
		Number	Percent		Number	Percent		Number	Percent		Number	Percent		Number	Percent		Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
Total.....	73,364	39,820	54.3	73,352	49,268	67.2	73,218	41,846	57.2	73,450	44,403	60.5	73,280	33,009	45.0	73,349	3,354	4.6
Elementary...	53,166	30,392	57.2	53,201	37,464	70.4	53,083	32,316	60.9	53,269	33,975	63.8	53,145	25,003	47.0	53,186	2,519	4.7
Secondary....	20,198	9,428	46.7	20,151	11,804	58.6	20,135	9,530	47.3	20,181	10,428	51.7	20,135	8,006	39.8	20,163	835	4.1
25,000 and over.....	14,078	11,186	79.5	14,078	11,378	80.8	14,078	10,437	74.1	14,088	11,445	81.2	14,105	10,450	74.1	14,070	1,130	8.0
Elementary.....	10,718	8,429	78.6	10,718	8,725	81.4	10,718	8,214	76.6	10,745	8,671	80.7	10,745	7,917	73.7	10,745	889	8.3
Secondary.....	3,360	2,757	82.1	3,360	2,653	80.0	3,360	2,223	66.2	3,343	2,774	83.0	3,360	2,533	75.4	3,325	241	7.2
5,000-24,999.....	25,264	15,046	59.6	25,176	16,942	67.3	25,181	12,501	49.6	25,264	17,178	68.0	25,140	12,889	51.3	25,181	1,001	4.0
Elementary.....	19,361	11,915	61.5	19,320	13,859	71.7	19,278	10,756	55.8	19,361	13,569	70.1	19,237	10,260	53.3	19,278	786	4.1
Secondary.....	5,903	3,131	53.0	5,856	3,083	52.6	5,903	1,745	29.6	5,903	3,609	61.1	5,903	2,629	44.5	5,903	215	3.6
300-4,999.....	34,022	13,588	39.9	34,098	20,948	61.4	33,959	18,908	55.7	34,098	15,780	46.3	34,035	9,670	28.4	34,098	1,223	3.6
Elementary.....	23,087	10,048	43.5	23,163	14,880	64.2	23,087	13,346	57.8	23,163	11,735	50.7	23,163	6,826	29.5	23,163	844	3.6
Secondary.....	10,935	3,540	32.4	10,935	6,068	55.5	10,872	5,562	51.2	10,935	4,045	37.0	10,872	2,844	26.2	10,935	379	3.5

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Table 51.--Number of school districts employing full-time media personnel in school district central offices, 1964-65 and 1967-68; number and percent of school districts reporting increase influenced by ESEA title II programs and by other factors, by enrollment size of school district and type of position

Enrollment size of school district and type of position	Number of school districts employing full-time media personnel		Number of school districts reporting increase from 1964-65 to 1967-68					
			Total increase		Influenced by ESEA title II		Influenced by other factors	
	1964-65	1967-68	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Media supervisor:								
Total	5,850	8,469	2,619	30.9	1,867	22.0	752	8.9
25,000 and over	568	777	209	26.9	76	9.8	133	17.1
5,000-24,999	1,756	2,624	868	33.1	493	18.8	375	14.3
300-4,999	3,526	5,068	1,542	30.4	1,298	25.6	244	4.8
Professional positions concerned with centralized processing:								
Total	2,404	4,437	2,033	45.8	966	21.8	1,067	24.0
25,000 and over	154	285	131	46.0	61	21.4	70	24.6
5,000-24,999	643	1,371	728	53.1	225	16.4	503	36.7
300-4,999	1,607	2,781	1,174	42.2	680	24.4	494	17.8
Media aides:								
Total	2,730	6,573	3,843	58.5	2,575	39.2	1,268	19.3
25,000 and over	799	1,490	691	46.4	338	22.7	353	23.7
5,000-24,999	942	2,549	1,607	63.0	1,125	44.1	482	18.9
300-4,999	989	2,534	1,545	61.0	1,112	43.9	433	17.1
Technicians:								
Total	628	1,531	903	59.0	379	24.8	524	34.2
25,000 and over	264	413	149	36.1	57	13.8	92	22.3
5,000-24,999	364	685	321	46.9	75	11.0	246	35.9
300-4,999	0	433	433	100.0	247	57.0	186	43.0
All media personnel:								
Total	11,612	21,010	9,398	44.7	5,787	27.5	3,611	17.2
25,000 and over	1,785	2,966	1,181	39.8	532	17.9	649	21.9
5,000-24,999	3,705	7,229	3,524	48.7	1,918	26.5	1,606	22.2
300-4,999	6,122	10,815	4,693	43.4	3,337	30.9	1,356	12.5

Table 52.--Number and percent of school district central offices needing additional personnel for adequate administration of the ESEA title II program, by enrollment size of school district, 1967-68

Enrollment size of school district	Number of school districts															
	Additional media personnel needed															
	Professional personnel								Aides and technicians							
	0 to 4		5 to 8		9 and over		Total		0 to 4		5 to 8		9 and over		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
25,000 and over.....	158	1.4	1	0	2	0	161	1.4	145	1.3	8	0.1	8	0.1	161	1.5
12,000 to 24,999.....	375	3.5	21	0.2	0	-	396	3.7	364	3.3	21	.2	11	.1	396	3.6
6,000 to 11,999.....	761	7.0	21	.2	11	0.1	793	7.3	740	6.8	32	.3	21	.2	793	7.3
3,000 to 5,999.....	1,785	16.5	11	.1	0	-	1,796	16.6	1,753	16.2	11	.1	32	.3	1,796	16.6
1,200 to 2,999.....	3,039	28.1	0	-	0	-	3,039	28.1	2,977	27.5	62	.6	0	-	3,039	28.1
600 to 1,199.....	2,720	25.1	0	-	0	-	2,720	25.1	2,720	25.1	0	-	0	-	2,720	25.1
300 to 599.....	1,730	16.0	0	-	0	-	1,730	16.0	1,730	16.0	0	-	0	-	1,730	16.0
1 to 299.....	189	1.8	0	-	0	-	189	1.8	189	1.8	0	-	0	-	189	1.8
Total.....	10,757	99.4	54	.5	13	.1	10,824	100.0	10,618	98.0	134	1.3	72	.7	10,824	100.0

Table 51.--Total number of schools employing full-time media specialists, 1964-65 and 1967-68; and number reporting change in employment of media specialists due to ESEA title II, change as a result of other factors, and total change, by enrollment size of school district and educational level

Enrollment size of school district and educational level	Number of schools														
	Schools employing full-time media specialists						Change in number of schools employing full-time media specialists								
	1964-65			1967-68			Reporting change due to ESEA title II			Reporting change as a result of other factors			Total change		
	Number of staff			Number of staff			Number of staff			Number of staff			Number of staff		
	1 to 2	3 to 4	5 or more	1 to 2	3 to 4	5 or more	1 to 2	3 to 4	5 or more	1 to 2	3 to 4	5 or more	1 to 2	3 to 4	5 or more
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
Total.....	17,322	199	58	25,817	339	225	3,437	0	0	5,058	140	167	8,495	140	167
Elementary...	7,413	27	41	13,871	41	41	2,336	0	0	4,122	14	0	6,458	14	0
Secondary....	9,909	172	17	11,946	298	184	1,101	0	0	936	126	167	2,037	126	167
25,000 and over.....	5,041	79	17	9,551	155	34	424	0	0	1,086	76	17	1,510	76	17
Elementary.....	2,612	27	0	3,932	0	0	323	0	0	997	-27	0	1,320	-27	0
Secondary.....	2,429	52	17	2,619	155	34	101	0	0	89	103	17	190	103	17
5,000-24,999.....	6,291	120	41	9,544	184	65	1,407	0	0	1,846	64	24	3,253	64	24
Elementary.....	2,730	0	41	5,337	41	41	786	0	0	1,821	41	0	2,607	41	0
Secondary.....	3,561	120	0	4,207	143	24	621	0	0	25	23	24	646	23	24
300-4,999.....	5,990	0	0	9,722	0	126	1,606	0	0	2,126	0	126	3,732	0	126
Elementary.....	2,071	0	0	4,602	0	0	1,227	0	0	1,304	0	0	2,531	0	0
Secondary.....	3,919	0	0	5,120	0	126	379	0	0	822	0	126	1,201	0	126

Table 54.--Total number of schools employing full-time certified personnel to serve as media specialists, 1964-65 and 1967-68; and number reporting change in employment of such personnel due to ESEA title II, change as a result of other factors, and total change, by enrollment size of school district and educational level

Enrollment size of school district and educational level	Number of schools														
	Schools employing full-time certified personnel as media specialists						Change in number of schools employing full-time certified personnel as media specialists, 1964-65 and 1967-68								
	1964-65			1967-68			Reporting change due to ESEA title II			Reporting change as a result of other factors			Total change		
	Number of staff			Number of staff			Number of staff			Number of staff			Number of staff		
	1 to 2	3 to 4	5 or more	1 to 2	3 to 4	5 or more	1 to 2	3 to 4	5 or more	1 to 2	3 to 4	5 or more	1 to 2	3 to 4	5 or more
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
Total.....	1,552	24	192	3,187	201	0	878	24	0	757	153	0	1,635	177	-192
Elementary...	1,037	0	110	2,062	153	0	511	0	0	514	153	0	1,025	153	-110
Secondary....	515	24	82	1,125	48	0	367	24	0	243	0	0	610	24	-82
25,000 and over.....	221	0	61	404	0	0	61	0	0	122	0	0	183	0	-61
Elementary.....	135	0	27	215	0	0	27	0	0	53	0	0	80	0	-27
Secondary.....	86	0	34	189	0	0	34	0	0	69	0	0	103	0	-34
5,000-24,999.....	528	24	131	1,050	48	0	474	24	0	48	0	0	522	24	-131
Elementary.....	289	0	83	620	0	0	331	0	0	0	0	0	331	0	-83
Secondary.....	239	24	48	430	48	0	143	24	0	48	0	0	191	24	-48
300-4,999.....	803	0	0	1,733	153	0	343	0	0	587	153	0	930	153	0
Elementary.....	613	0	0	1,227	153	0	153	0	0	461	153	0	614	153	0
Secondary.....	190	0	0	506	0	0	190	0	0	126	0	0	316	0	0

Table 55.--Total number of elementary schools with full-time media aides, technicians, and volunteers assigned to school media centers, 1964-65 and 1967-68; and number reporting change in employment of personnel due to ESEA title II, change as a result of other factors, and total change

Type and number of media personnel assigned	Number of elementary schools				
	1964-65	1967-68	Reporting change due to ESEA title II	Reporting change as a result of other factors	Total change (columns 4 + 5)
(1)	(2)	(3)	(4)	(5)	(6)
Media aides.....	1,700	6,244	2,887	1,657	+4,544
1 to 2.....	1,659	6,002	2,804	1,539	+4,343
3 to 4.....	41	201	83	77	+160
5 or more.....	0	41	0	41	+41
Technicians.....	375	712	112	225	+337
1 to 2.....	375	712	112	225	+337
3 to 4.....	0	0	0	0	0
5 or more.....	0	0	0	0	0
Volunteers.....	110	268	77	81	+158
1 to 2.....	27	214	77	110	+187
3 to 4.....	0	27	0	27	+27
5 or more.....	83	27	0	-56	-56

Table 56.--Total number of secondary schools with full-time media aides, technicians, and volunteers assigned to school media centers, 1964-65 and 1967-68; and number reporting change in employment of personnel due to ESEA title II, change as a result of other factors, and total change

Type and number of media personnel assigned	Number of secondary schools				
	1964-65	1967-68	Reporting change due to ESEA title II	Reporting change as a result of other factors	Total change (columns 4 + 5)
(1)	(2)	(3)	(4)	(5)	(6)
Media aides.....	2,206	4,503	1,476	821	2,297
1 to 2.....	2,076	4,212	1,452	684	2,136
3 to 4.....	106	219	24	89	113
5 or more.....	24	72	0	48	48
Technicians.....	148	364	24	192	216
1 to 2.....	148	364	24	192	216
3 to 4.....	0	0	0	0	0
5 or more.....	0	0	0	0	0
Volunteers.....	17	163	0	146	146
1 to 2.....	0	63	0	63	63
3 to 4.....	0	0	0	0	0
5 or more.....	17	100	0	83	83

Table 57.--Total number of schools without media personnel, 1964-65 and 1967-68, by type of personnel, enrollment size of school district, and educational level

Enrollment size of school district and educational level	Number of schools without media personnel									
	1964-65					1967-68				
	Type of media personnel					Type of media personnel				
	Media specialists	Other certified personnel serving as media specialists	Media aides	Technicians	Volunteers	Media specialists	Other certified personnel serving as media specialists	Media aides	Technicians	Volunteers
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Total.....	56,695	72,507	70,569	73,753	74,099	47,894	70,886	63,400	73,199	73,846
Elementary...	46,299	52,634	52,281	53,406	53,672	39,828	51,565	47,535	53,069	53,432
Secondary....	10,396	19,873	18,288	20,347	20,427	8,066	19,321	15,865	20,130	20,414
25,000 and over.....	9,083	13,938	13,222	14,142	14,176	7,480	13,815	11,951	14,053	14,095
Elementary.....	8,187	10,664	10,637	10,799	10,799	6,894	10,610	9,883	10,745	10,718
Secondary.....	896	3,274	2,585	3,343	3,377	586	3,205	2,068	3,308	3,377
5,000-24,999.....	19,007	24,777	23,951	25,323	25,328	15,667	24,362	20,776	24,997	25,295
Elementary.....	16,713	19,113	18,741	19,444	19,403	14,066	18,865	16,713	19,237	19,320
Secondary.....	2,294	5,664	5,210	5,879	5,925	1,601	5,497	4,063	5,760	5,975
300-4,999.....	28,605	33,792	33,396	34,288	34,595	24,747	32,709	30,673	34,149	34,456
Elementary.....	21,399	22,857	22,903	23,163	23,470	18,868	22,090	20,939	23,087	23,394
Secondary.....	7,206	10,935	10,493	11,125	11,125	5,879	10,619	9,734	11,062	11,062

Table 58.--Number of public elementary schools reporting on average percent of time media specialists spend on activities, 1967-68

Percent of time	Type of activity					
	A	B	C	D	E	F
(1)	(2)	(3)	(4)	(5)	(6)	(7)
0.....	10,538	11,975	8,626	15,249	24,794	20,731
1 to 10.....	30,284	15,279	22,922	28,461	26,806	9,042
11 to 20.....	7,181	3,753	11,316	5,968	2,263	1,265
21 to 30.....	4,778	4,502	5,632	2,388	543	951
31 to 40.....	732	2,672	2,506	1,070	71	720
41 to 50.....	874	5,314	1,943	455	136	2,829
51 to 60.....	30	3,541	762	349	148	921
61 to 70.....	0	2,986	490	516	30	1,512
71 to 80.....	366	3,802	260	508	0	4,670
81 to 90.....	0	845	166	30	0	4,600
91 to 99.....	0	178	201	0	77	2,412
100.....	83	59	41	0	0	5,211

A - Working with teachers on tasks such as curriculum development, consultation on the use of materials in units of study or cooperative selection of materials

B - Working with pupils on tasks such as individual, group, or class instruction; or providing assistance in media use

C - Working with instructional materials on tasks such as selection, ordering, cataloging, or organization

D - Working on media center administration tasks such as scheduling, circulation

E - Working on other media activities

F - Performing non-media tasks such as other teaching, administration

Table 59.--Number of public secondary schools reporting on average percent of time media specialists spend on activities, 1967-68

Percent of time	Type of activity					
	A	B	C	D	E	F
(1)	(2)	(3)	(4)	(5)	(6)	(7)
0.....	1,502	1,374	1,206	2,669	6,253	9,386
1 to 10.....	12,427	4,147	4,960	12,510	12,506	5,387
11 to 20.....	4,441	3,047	5,007	3,291	1,196	1,089
21 to 30.....	1,557	3,673	4,196	1,458	369	231
31 to 40.....	139	2,285	1,997	167	24	381
41 to 50.....	198	2,485	1,829	89	145	1,200
51 to 60.....	0	1,522	511	143	0	364
61 to 70.....	24	948	311	0	0	316
71 to 80.....	126	842	349	0	0	627
81 to 90.....	63	169	41	0	0	831
91 to 99.....	0	0	87	0	0	191
100.....	0	0	0	0	0	491

A - Working with teachers on tasks such as curriculum development, consultation on the use of materials in units of study or cooperative selection of materials

B - Working with pupils on tasks such as individual, group, or class instruction; or providing assistance in media use

C - Working with instructional materials on tasks such as selection, ordering, cataloging, or organization

D - Working on media center administration tasks such as scheduling, circulation

E - Working on other media activities

F - Performing non-media tasks such as other teaching, administration

Table 60.--Number of schools reporting on the existence of classroom collections or materials, 1964-65; improvement since 1964-65; establishment since 1964-65; and the extent to which ESEA title II influenced the change since 1964-65, by educational level and school district enrollment

Educational level and enrollment size of school districts	Number of schools reporting that classroom collections:			Extent of ESEA title II influence on changes			
	Existed in 1964-65	Were improved since 1964-65	Were instituted since 1964-65	No extent	Slight	Moderate	Substantial
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Total.....	45,083	47,206	10,165	7,289	10,152	14,224	13,932
Elementary...	34,233	34,696	6,940	5,546	7,158	10,429	10,869
Secondary....	10,850	12,510	3,225	1,743	2,994	3,795	3,063
25,000 and over.....	6,606	7,215	2,057	1,020	1,473	2,471	1,843
Elementary.....	5,090	5,440	1,454	727	1,077	1,885	1,481
Secondary.....	1,516	1,775	603	293	396	586	362
5,000-24,999.....	15,779	16,001	3,437	2,943	3,164	4,681	4,837
Elementary.....	12,576	12,535	2,648	2,441	2,399	3,558	4,096
Secondary.....	3,203	3,466	789	502	765	1,123	741
300-4,999.....	22,698	23,990	4,671	3,326	5,515	7,072	7,252
Elementary.....	16,567	16,721	2,838	2,378	3,682	4,986	5,292
Secondary.....	6,131	7,269	1,833	948	1,833	2,086	1,960

Table 61.--Number of schools reporting on the cataloguing of classroom collections or materials, 1964-65; improvement since 1964-65; establishment since 1964-65; and the extent to which ESEA title II influenced the change since 1964-65, by educational level and school district enrollment

Educational level and enrollment size of school districts	Number of schools reporting that catalogued classroom collections:			Extent of ESEA title II influence on changes			
	Existed in 1964-65	Were improved since 1964-65	Were instituted since 1964-65	No extent	Slight	Moderate	Substantial
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Total.....	15,403	29,596	18,982	4,108	5,758	8,360	10,929
Elementary...	11,443	22,885	14,766	2,840	4,328	6,583	8,610
Secondary....	3,960	6,711	4,216	1,268	1,430	1,777	2,319
25,000 and over.....	2,520	4,274	2,585	638	640	1,328	1,348
Elementary.....	1,831	3,447	2,154	431	485	1,104	1,158
Secondary.....	689	827	431	207	155	224	190
5,000-24,999.....	4,945	10,502	6,713	1,728	1,612	2,505	4,206
Elementary.....	4,013	8,853	5,709	1,489	1,158	2,027	3,847
Secondary.....	932	1,649	1,004	239	454	478	359
300-4,999.....	7,938	14,820	9,684	1,742	3,506	4,527	5,375
Elementary.....	5,599	10,585	6,903	920	2,685	3,452	3,605
Secondary.....	2,339	4,235	2,781	822	821	1,075	1,770

Table 62.--Number of schools reporting on the existence of school media centers, 1964-65; improvement since 1964-65; establishment since 1964-65; and the extent to which ESEA title II influenced the change since 1964-65, by educational level and school district enrollment

Educational level and enrollment size of school districts	Number of schools reporting that school media centers:			Total schools with media centers		Extent of ESEA title II influence on changes			
	Existed in 1964-65	Were improved since 1964-65	Were instituted since 1964-65	Number	Percent of Total*	No extent	Slight	Moderate	Substantial
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Total.....	38,912	60,121	23,923	62,835	84.6	2,896	7,775	19,118	28,507
Elementary..	25,011	41,512	18,587	43,598	81.1	1,970	5,980	12,303	20,408
Secondary...	13,901	18,609	5,336	19,237	93.9	926	1,795	6,815	8,099
25,000 and over....	8,680	11,746	3,865	12,545	88.2	561	1,804	3,684	5,453
Elementary.....	6,113	8,645	3,124	9,237	85.3	458	1,373	2,908	3,851
Secondary.....	2,567	3,101	741	3,308	97.5	103	431	776	1,602
5,000-24,999.....	14,638	21,821	7,846	22,484	88.3	936	3,358	6,443	9,935
Elementary.....	10,384	16,300	6,412	16,796	86.2	745	2,689	4,716	7,736
Secondary.....	4,254	5,521	1,434	5,688	95.2	191	669	2,127	2,199
300-4,999.....	15,594	21,554	12,212	27,806	80.4	1,399	2,613	8,591	13,119
Elementary.....	8,514	16,567	9,051	17,565	74.8	767	1,918	4,679	8,821
Secondary.....	7,080	9,987	3,161	10,241	92.1	632	695	3,912	8,821

*Calculated on a base of 74,273 schools with enrollments of 300 or more: 53,766 elementary and 20,497 secondary.

Table 63.--Percent of public schools with centralized libraries in school systems with 150 pupils or more, by enrollment size of school system and grade level of school, 1958-59 and 1962-63[1/]

Enrollment size of school system and grade level of school	1958-59	1962-63	Change
(1)	(2)	(3)	(4)
All school systems with 150 pupils or more.....	50.4	58.9	+8.5
Elementary.....	34.1	44.4	+10.3
Secondary.....	96.7	97.4	+.7
Combined.....	87.7	89.6	+1.9
25,000 pupils or more.....	62.2	72.2	+10.0
Elementary.....	53.2	64.6	+11.4
Secondary.....	97.2	97.6	+.4
Combined.....	83.7	76.7	-7.0
12,000 to 24,999 pupils....	53.5	60.5	+7.0
Elementary.....	41.1	48.6	+7.5
Secondary.....	98.5	98.8	+.3
Combined.....	89.0	90.1	+1.1

1/ Darling, Richard L. Public School Library Statistics, 1962-63. Washington, D.C. Department of Health, Education, and Welfare, Office of Education. 1964. p. 6

Table 64.--Number of schools reporting on audiovisual materials in school media centers, 1964-65; improvement since 1964-65; establishment since 1964-65; and the extent to which ESEA title II influenced the change since 1964-65, by educational level and school district enrollment

Educational level and enrollment size of school districts	Number of schools reporting that audiovisual materials in school media centers:			Extent of ESEA title II influence on changes			
	Existed in 1964-65	Were improved since 1964-65	Were instituted since 1964-65	No extent	Slight	Moderate	Substantial
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Total.....	25,095	51,659	30,617	4,881	9,778	14,478	21,761
Elementary...	16,177	36,208	22,824	3,610	7,208	9,792	15,176
Secondary....	8,918	15,451	7,793	1,271	2,570	4,686	6,585
25,000 and over.....	5,458	10,240	5,734	730	1,766	3,405	4,281
Elementary.....	3,905	7,621	4,390	592	1,266	2,612	3,178
Secondary.....	1,553	2,619	1,344	138	500	793	1,103
5,000-24,999.....	9,766	19,201	10,384	1,718	4,573	4,822	7,525
Elementary.....	6,826	14,397	8,233	1,407	3,641	3,268	5,709
Secondary.....	2,940	4,804	2,151	311	932	1,554	1,816
300-4,999.....	9,871	22,218	14,499	2,433	3,439	6,251	9,955
Elementary.....	5,446	14,190	10,201	1,611	2,301	3,912	6,289
Secondary.....	4,425	8,028	4,298	822	1,138	2,339	3,666

Table 65.--Number of schools reporting on the existence of resource centers, 1964-65; improvement since 1964-65; establishment since 1964-65; and the extent to which ESEA title II influenced the change since 1964-65, by educational level and school district enrollment

Educational level and enrollment size of school districts	Number of schools reporting that resource centers:			Extent of ESEA title II influence on changes			
	Existed in 1964-65	Were improved since 1964-65	Were instituted since 1964-65	No extent	Slight	Moderate	Substantial
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Total.....	9,861	22,039	14,615	1,977	3,882	6,025	9,016
Elementary...	6,830	15,410	10,372	1,402	2,601	4,324	6,301
Secondary....	3,031	6,629	4,243	575	1,281	1,701	2,715
25,000 and over.....	1,944	3,377	1,975	505	608	1,039	1,074
Elementary.....	1,427	2,343	1,320	350	350	781	781
Secondary.....	517	1,034	655	155	258	258	293
5,000-24,999.....	3,688	8,219	5,343	912	1,861	2,400	2,595
Elementary.....	2,565	6,164	4,220	745	1,407	1,779	2,069
Secondary.....	1,123	2,055	1,123	167	454	621	526
300-4,999.....	4,229	10,443	7,297	560	1,413	2,586	5,347
Elementary.....	2,838	6,903	4,832	307	844	1,764	3,451
Secondary.....	1,391	3,540	2,465	253	569	822	1,896

Table 66.--Number of schools reporting on recently developed technological equipment in school media centers, 1964-65; improvement since 1964-65; establishment since 1964-65; and the extent to which ESEA title II influenced the change since 1964-65, by educational level and school district enrollment

Educational level and enrollment size of school districts	Number of schools reporting that technological equipment was:			Extent of ESEA title II influence on changes			
	Available in school media centers in 1964-65	Improved since 1964-65	Instituted since 1964-65	No extent	Slight	Moderate	Substantial
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Total.....	4,331	17,794	16,507	3,941	3,570	4,402	5,995
Elementary...	3,094	12,677	11,503	2,216	2,412	3,444	4,225
Secondary....	1,237	5,117	5,004	1,725	1,158	958	1,770
25,000 and over.....	1,343	3,426	2,896	695	870	819	1,076
Elementary.....	1,050	2,478	1,966	350	646	646	835
Secondary.....	293	948	930	345	224	173	241
5,000-24,999.....	1,702	6,790	6,033	1,490	1,315	1,440	2,233
Elementary.....	1,200	5,213	4,551	869	1,076	1,034	1,779
Secondary.....	502	1,577	1,482	621	239	406	454
300-4,999.....	1,286	7,578	7,578	1,756	1,385	2,143	2,686
Elementary.....	844	4,986	4,986	997	690	1,764	1,611
Secondary.....	442	2,592	2,592	759	695	379	1,075

Table 67.--Number of public schools using various locations from which school library resources and other instructional materials purchased with ESEA title II funds could be borrowed by children and teachers in public schools, 1967-68

Locations	Elementary schools		Secondary schools	
	Children	Teachers	Children	Teachers
(1)	(2)	(3)	(4)	(5)
School media center....	19,047	12,667	12,959	19,228
Classroom collections..	16,321	8,093	7,981	16,412
District media center..	59	4	1,771	9,704
Regional media center..	185	1	1,920	3,650
State media center.....	311	187	1,077	1,559
Other.....	0	4	605	485

Table 68.--Number of school districts citing various locations from which school library resources and other instructional materials purchased with ESEA title II funds could be borrowed by children and teachers in private elementary and secondary schools, 1967-68

Locations	Number of districts
Private school media center	2,836
Private school classrooms	1,848
Public school media center	1,154
District media center	506
Regional media center	159
State media center	93
Other	344

Table 69.--Number of public elementary and secondary schools indicating the use of various periods of loan for printed and audiovisual materials

Item	No circulation	Average length of loan				
		24 hours or less	More than 24 hours but less than 2 weeks	At least 2 weeks but less than 4 weeks	At least 4 weeks but less than 6 months	6 months or longer
(1)	(2)	(3)	(4)	(5)	(6)	(7)
School media center:						
Printed material:						
Elementary.....	298	766	6,505	10,394	677	479
Secondary.....	63	1,804	22,424	15,086	1,883	1,080
Total.....	361	2,570	28,929	25,480	2,560	1,579
Audiovisual material:						
Elementary.....	1,029	8,958	9,291	3,004	398	922
Secondary.....	855	4,093	21,700	6,344	1,305	1,458
Total.....	1,884	13,051	30,991	9,348	1,703	2,380
District media center:						
Printed material:						
Elementary.....	911	231	3,746	3,254	1,233	3,724
Secondary.....	150	696	13,656	9,661	3,164	1,624
Total.....	1,061	927	17,402	12,915	4,397	5,348
Audiovisual material:						
Elementary.....	591	1,906	22,929	5,848	1,558	955
Secondary.....	150	544	6,967	1,838	691	693
Total.....	741	2,450	29,896	7,686	2,249	1,648

Table 70.--Number of school districts and public schools where lists or catalogs of materials acquired under ESEA title II are available and categories of instructional materials included in the lists or catalogs available in schools, 1967-68

School unit	Number of schools			Categories of instructional materials included in lists								
				School library resources			Textbooks			Other instructional materials		
	With lists	Without lists	Percent with lists	Number with	Number without	Percent with	Number with	Number without	Percent with	Number with	Number without	Percent with
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Available in school district.....	9,583	1,179	89.0	0	0	-	0	0	-	0	0	-
Available in individual schools....	7,628	2,931	72.2	7,308	320	95.8	1,949	5,679	25.5	4,782	2,526	65.4

Table 71 .--Number of schools reporting an increase in pupil use of the school media center for class assignments, and extent to which the increase is attributable to the ESEA title II program, by educational level and school district enrollment, 1965-68

Educational level and enrollment size of school districts	Number reporting increased use, 1965-68	Number reporting no increase	Extent to which increase is attributable to the ESEA title II program								Number not reporting extent	Percent
			No extent	Percent	Slight	Percent	Moderate	Percent	Substantial	Percent		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Total.....	59,243	3,586	2,116	3.6	10,816	18.3	23,879	40.3	19,859	33.5	2,573	4.3
Elementary.	40,803	2,595	1,380	4.4	7,863	19.3	16,459	40.3	13,434	32.9	1,667	3.1
Secondary..	18,440	991	736	4.0	2,953	16.0	7,420	40.2	6,425	34.8	906	5.0
25,000 and over....	11,658	853	648	5.6	2,240	19.2	3,996	34.3	4,161	35.7	613	5.2
Elementary.....	8,591	646	458	5.3	1,697	19.8	2,962	34.5	2,989	34.8	485	5.6
Secondary.....	3,067	207	190	6.2	543	17.7	1,034	33.7	1,172	38.2	128	4.2
5,000-24,999.....	21,170	1,167	705	5.3	4,514	21.3	7,901	37.3	6,763	32.0	1,287	4.1
Elementary.....	15,721	952	538	3.4	3,558	22.6	5,750	36.6	4,923	31.3	952	6.1
Secondary.....	5,449	215	167	3.1	956	17.5	2,151	39.5	1,840	33.7	335	6.1
300-4,999.....	26,415	1,566	763	2.9	4,062	15.4	11,982	45.4	8,935	33.8	673	2.5
Elementary.....	16,491	997	384	2.3	2,608	15.8	7,747	47.0	5,522	33.5	230	1.4
Secondary.....	9,924	569	379	3.8	1,454	14.7	4,235	42.6	3,413	34.4	443	4.5

Table 72.--Number of schools reporting an increase in the use of the school media center for pupils who have reading difficulties, and extent to which the increase is attributable to the ESEA title II program, by educational level and school district enrollment, 1965-68

Educational level and enrollment size of school districts	Number reporting increased use, 1965-68	Number reporting no increase	Extent to which increase is attributable to the ESEA title II program								Number not reporting extent	Percent
			No extent	Percent	Slight	Percent	Moderate	Percent	Substantial	Percent		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Total.....	57,876	4,620	2,487	4.3	11,621	20.1	24,062	41.6	16,476	28.4	3,230	5.6
Elementary.	40,562	2,566	1,555	3.8	8,215	20.3	16,151	39.8	12,679	31.3	1,962	4.8
Secondary..	17,314	2,054	932	5.4	3,406	19.7	7,911	45.7	3,797	21.9	1,268	7.3
25,000 and over....	11,456	1,027	764	6.7	2,244	19.6	4,422	38.6	3,540	30.9	486	4.2
Elementary.....	8,510	700	592	7.0	1,589	18.7	3,285	38.6	2,747	32.2	297	3.5
Secondary.....	2,946	327	172	5.8	655	22.2	1,137	38.6	793	27.0	189	6.4
5,000-24,999.....	20,777	1,395	770	3.7	4,729	22.8	8,263	39.8	5,887	28.3	1,128	5.4
Elementary.....	15,638	869	579	3.7	3,558	22.8	6,040	38.6	4,716	30.1	745	4.8
Secondary.....	5,139	526	191	3.7	1,171	22.8	2,223	43.3	1,171	22.7	383	7.5
300-4,999.....	25,643	2,198	953	3.7	4,648	18.1	11,377	44.4	7,049	27.5	1,616	6.3
Elementary.....	16,414	997	384	2.3	3,068	18.7	6,826	41.6	5,216	31.8	920	5.6
Secondary.....	9,229	1,201	569	6.2	1,580	17.1	4,551	49.3	1,833	19.9	696	7.5

Table 73.--Number of schools reporting an increase in the use of the media center for materials for gifted pupils, and extent to which the increase is attributable to the ESEA title II program, by educational level and school district enrollment, 1965-68

Educational level and enrollment size of school districts	Number reporting increased use, 1965-68	Number reporting no increase	Extent to which increase is attributable to the ESEA title II program								Number not reporting extent	Percent
			No extent	Percent	Slight	Percent	Moderate	Percent	Substantial	Percent		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Total.....	55,998	6,558	2,108	3.8	12,451	22.2	21,941	39.2	16,539	29.5	2,959	5.3
Elementary.	38,443	4,762	1,624	4.2	8,615	22.4	14,594	38.0	11,738	30.5	1,872	4.9
Secondary..	17,555	1,796	484	2.8	3,836	21.9	7,347	41.8	4,801	27.3	1,087	6.2
25,000 and over....	10,925	1,542	534	4.9	1,998	18.3	4,185	38.3	3,587	32.8	621	5.7
Elementary.....	7,944	1,266	431	5.4	1,481	18.6	2,962	37.3	2,639	33.2	431	5.4
Secondary.....	2,981	276	103	3.5	517	17.3	1,223	41.0	948	31.8	190	6.4
5,000-24,999.....	20,134	2,037	770	3.8	4,662	23.2	7,498	37.2	5,921	29.4	1,283	6.4
Elementary.....	14,852	1,655	579	3.9	3,682	24.8	5,419	36.5	4,344	29.2	828	5.6
Secondary.....	5,282	382	191	3.6	980	18.6	2,079	39.4	1,577	29.8	455	8.6
300-4,999.....	24,939	2,979	804	3.2	5,791	23.2	10,258	41.1	7,031	28.2	1,055	4.2
Elementary.....	15,647	1,841	614	3.9	3,452	22.1	6,213	39.7	4,755	30.4	613	3.9
Secondary.....	9,292	1,138	190	2.0	2,339	25.2	4,045	43.5	2,276	24.5	442	4.8

Table 74.--Number of schools reporting an increase in pupil use of the school media center for reading for pleasure, and extent to which the increase is attributable to the ESEA title II program, by educational level and school district enrollment, 1965-68

Educational level and enrollment size of school districts	Number reporting increased use, 1965-68	Number reporting no increase	Extent to which increase is attributable to the ESEA title II program								Number not reporting extent	Percent
			No extent	Percent	Slight	Percent	Moderate	Percent	Substantial	Percent		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Total.....	60,079	2,749	2,891	4.8	8,894	14.8	23,355	38.9	22,007	36.6	2,932	4.9
Elementary.	41,890	1,506	1,693	4.0	5,948	14.2	16,058	38.3	16,145	38.5	2,046	5.0
Secondary..	18,189	1,243	1,198	6.6	2,946	16.2	7,297	40.1	5,862	32.2	886	4.9
25,000 and over....	11,750	761	719	6.1	1,969	16.8	4,047	34.4	4,250	36.2	765	6.5
Elementary.....	8,752	485	512	5.9	1,400	16.0	2,962	33.8	3,285	37.5	593	6.8
Secondary.....	2,998	276	207	6.9	569	19.0	1,085	36.2	965	32.2	172	5.7
5,000-24,999.....	21,671	666	773	3.6	3,797	17.5	8,143	37.6	7,630	35.2	1,328	6.1
Elementary.....	16,341	331	414	2.5	2,937	18.0	6,040	37.0	5,957	36.4	993	6.1
Secondary.....	5,330	335	359	6.7	860	16.1	2,103	39.5	1,673	31.4	335	6.3
300-4,999.....	26,658	1,322	1,399	5.2	3,128	11.7	11,165	41.9	10,127	38.0	839	3.2
Elementary.....	16,797	690	767	4.6	1,611	9.6	7,056	42.0	6,903	41.1	460	2.7
Secondary.....	9,861	632	632	6.4	1,517	15.4	4,109	41.7	3,224	32.7	379	3.8

Table 75.--Number of schools reporting an increase in home use of audiovisual materials borrowed from the school media center, and extent to which the increase is attributable to the ESEA title II program, by educational level and school district enrollment, 1965-68

Educational level and enrollment size of school districts	Number reporting increased use, 1965-68	Number reporting no increase	Extent to which increase is attributable to the ESEA title II program								Number not reporting extent	Percent
			No extent	Percent	Slight	Percent	Moderate	Percent	Substantial	Percent		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Total.....	12,642	49,713	1,193	9.4	4,209	33.3	4,103	32.5	2,074	16.4	1,063	8.4
Elementary.	8,069	35,129	894	11.1	2,352	29.1	2,612	32.4	1,260	15.6	951	11.8
Secondary..	4,573	14,584	299	6.5	1,857	40.6	1,491	32.6	814	17.8	112	2.5
25,000 and over....	2,166	10,212	231	10.7	781	36.1	628	29.0	473	21.8	53	2.4
Elementary.....	1,373	7,783	162	11.8	350	25.5	404	29.4	404	29.4	53	3.9
Secondary.....	793	2,429	69	8.7	431	54.4	224	28.2	69	8.7	0	-
5,000-24,999.....	4,790	17,410	746	15.6	1,636	34.2	1,209	25.2	942	19.6	257	5.4
Elementary.....	3,475	13,156	579	16.7	1,158	33.3	827	23.8	703	20.2	208	6.0
Secondary.....	1,315	4,254	167	12.7	478	36.3	382	29.0	239	18.2	49	4.0
300-4,999.....	5,686	22,091	216	3.8	1,792	31.5	2,266	39.9	659	11.6	753	13.2
Elementary.....	3,221	14,190	153	4.8	844	26.2	1,381	42.9	153	4.7	690	21.4
Secondary.....	2,465	7,901	63	2.6	948	38.4	885	35.9	506	20.5	63	2.6

Table 76.--Number of schools reporting increase in practices of classroom teachers concerning instructional materials and the extent to which ESEA title II has influenced these practices

Practices of classroom teachers	Number reporting increase since ESEA title II	Percent	Number reporting no increase	Extent to which ESEA title II has influenced these practices								Number not reporting extent	Percent
				No extent	Percent	Slight	Percent	Moderate	Percent	Substantial	Percent		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
1. Evaluates materials before purchase:													
Total	51,786	100.0	11,058	2,999	5.7	10,772	20.8	22,343	43.1	12,984	25.1	2,688	5.2
Elementary	37,844	73.1	7,956	2,237	4.3	8,112	15.7	16,089	31.1	9,366	18.1	2,040	3.9
Secondary	13,942	26.9	3,102	762	1.4	2,660	5.1	6,254	12.1	3,618	7.0	648	1.3
2. Gives assistance in selecting new materials:													
Total	64,440	100.0	5,975	3,148	4.9	12,717	19.7	28,776	44.6	11,598	18.0	8,201	12.7
Elementary	46,800	72.6	4,133	2,317	3.6	9,720	15.1	20,825	32.3	6,595	10.2	7,343	11.4
Secondary	17,640	27.4	1,842	831	1.3	2,997	4.6	7,951	12.3	5,003	7.8	858	1.3
3. Uses professional materials:													
Total	58,409	100.0	5,721	4,440	7.6	11,964	20.5	19,819	33.9	13,894	23.8	8,292	14.2
Elementary	42,853	73.4	3,825	3,231	5.5	8,802	15.1	12,825	22.0	10,383	17.8	7,612	13.0
Secondary	15,556	26.6	1,896	1,209	2.1	3,162	5.4	6,994	11.9	3,511	6.0	680	1.2
4. Requests assistance of media specialists in locating materials:													
Total	66,136	100.0	4,018	4,766	7.2	12,107	18.3	26,334	39.8	18,732	28.3	4,197	6.3
Elementary	47,711	72.1	2,840	2,909	4.4	8,919	13.5	19,199	29.0	13,437	20.3	3,247	4.9
Secondary	18,425	27.9	1,178	1,857	2.8	3,188	4.8	7,135	10.8	5,295	8.0	950	1.4
5. Brings classes to media center for training in its use:													
Total	51,718	100.0	7,676	5,501	10.6	8,389	16.2	17,229	33.3	17,588	34.0	3,011	5.8
Elementary	35,971	69.6	4,435	3,391	6.5	5,966	11.5	10,862	21.0	13,282	25.7	2,470	4.8
Secondary	15,747	30.4	3,241	2,110	4.1	2,423	4.7	6,367	12.3	4,306	8.3	541	1.0
6. Borrows materials for classroom work:													
Total	65,308	100.0	3,743	3,516	5.4	9,897	15.2	24,120	36.9	24,307	37.2	3,468	5.3
Elementary	47,422	72.6	2,352	2,485	3.8	7,046	10.8	17,502	26.8	17,541	26.9	2,848	4.4
Secondary	17,886	27.4	1,391	1,031	1.6	2,851	4.4	6,618	10.1	6,766	10.3	620	.9
7. Requests participation of media specialists in team teaching or other instructional activities:													
Total	39,840	100.0	23,092	4,635	11.6	9,430	23.6	16,181	40.6	7,600	19.1	1,994	5.0
Elementary	28,884	72.5	16,318	2,972	7.5	6,830	17.1	12,191	30.6	5,254	13.2	1,637	4.1
Secondary	10,956	27.5	6,774	1,663	4.1	2,600	6.5	3,990	10.0	2,346	5.9	357	.9

APPENDIX

SURVEY INSTRUMENTS

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-S68016
APPROVAL EXPIRES: 6/30/69

ESEA, TITLE II SURVEY
SCHOOL DISTRICT QUESTIONNAIRE

IMPORTANT: Please review the definitions BEFORE completing this questionnaire and refer to them as you provide your answers.

1. CHECK **LOWEST** AND **HIGHEST** GRADE INCLUDED IN YOUR SCHOOL DISTRICT

01	PRE-K	K	1	2	3	4	5	6	7	8	9	10	11	12

2. REFER TO ATTACHED DEFINITIONS BEFORE ANSWERING THIS ITEM. IF YOU DO NOT HAVE THE INFORMATION REQUESTED, PLEASE ESTIMATE. WHEN ELEMENTARY AND SECONDARY GRADES ARE HOUSED IN ONE SCHOOL PLANT, COUNT THEM AS TWO SCHOOLS. IF YOUR SCHOOL DISTRICT WAS NOT IN EXISTENCE DURING ANY ONE OF THE YEARS INDICATED, ENTER "NA" *(Not Applicable)* IN THE APPROPRIATE BLOCKS.

COLUMN b. Enter the total number of **SCHOOLS** in your district for each year and for each level of school itemized in Column a.

COLUMNS c, d, and e. Enter the total number of instructional personnel in your district on October 1 of each year, and for each level of school itemized in Column a.

COLUMN f. Enter the total number of **CHILDREN** in your district on October 1 of each year in each level of school itemized in Column a.

COLUMN g. Enter the number of schools whose children and instructional personnel participated in ESEA, Title II during each year and for each level of school itemized in Column a.

COLUMNS h, i, and j. Enter the number of instructional personnel assigned to the schools entered in Column g.

COLUMN k. Enter the number of children enrolled in the schools entered in Column g on October 1 for each level and year itemized in Column a.

SCHOOL YEAR AND LEVEL OF SCHOOL	NUMBER OF SCHOOLS IN YOUR DISTRICT *(Public)*	INSTRUCTIONAL PERSONNEL IN YOUR DISTRICT *(October 1)*			NUMBER OF CHILDREN IN YOUR DISTRICT *(October 1 enrollment)*	NUMBER OF SCHOOLS ENROLLING PARTICIPATING CHILDREN AND/OR INSTRUCTIONAL PERSONNEL	INSTRUCTIONAL PERSONNEL PARTICIPATING			NUMBER OF CHILDREN PARTICIPATING *(October 1 enrollment)*
		NO. OF FULL-TIME	PART-TIME				NO. OF FULL-TIME	PART-TIME		
			NO.	FTE*				NO.	FTE*	
a	b	c	d	e	f	g	h	i	j	k
1964-65										
02 (2). SECONDARY										
03 (3). *TOTAL*										
1965-66										
04 (4). ELEMENTARY										
05 (5). SECONDARY										
06 (6). *TOTAL*										
1966-67										
07 (7). ELEMENTARY										
08 (8). SECONDARY										
09 (9). *TOTAL*										
1967-68										
10 (10). ELEMENTARY										
11 (11). SECONDARY										
12 (12). *TOTAL*										

**FTE - Full-Time Equivalent (Report the decimal fraction of Full-Time)*

3. IF YOU HAVE **PUBLIC** SCHOOLS IN YOUR DISTRICT WHOSE TEACHERS AND CHILDREN **DID NOT** PARTICIPATE IN THE ESEA, TITLE II PROGRAM IN ANY OF THE YEARS INDICATED BELOW, SUPPLY THE **NUMBERS** OF THOSE SCHOOLS OPPOSITE THE REASONS GIVEN BELOW FOR **NONPARTICIPATION.** FOR **EACH** SCHOOL, CONSIDER ONLY THE **MAJOR** REASON FOR NONPARTICIPATION. *(Report each school only once.)* WHEN ELEMENTARY AND SECONDARY GRADES ARE HOUSED IN ONE SCHOOL PLANT, COUNT THEM AS TWO SCHOOLS.

	MAJOR REASONS FOR NONPARTICIPATION OF SCHOOLS' CHILDREN AND TEACHERS	1965-66	1966-67	1967-68
	a	b	c	d
13 → PUBLIC ELEMENTARY	(1). EXCLUDED BY STATE PLAN PROVISION			
	(2). EXCLUDED BY DISTRICT ON THE BASIS OF RELATIVE NEED			
	(3). CHOSE NOT TO PARTICIPATE			
	(4). FAILED TO SUBMIT REQUIRED DOCUMENTATION			
	(5). RECEIVED FUNDS FROM OTHER FEDERAL SOURCES			
14 →	(6). OTHER *(Specify)*			
	(7). TOTAL **			
	(8). EXCLUDED BY STATE PLAN PROVISION			
	(9). EXCLUDED BY DISTRICT ON THE BASIS OF RELATIVE NEED			
	(10). CHOSE NOT TO PARTICIPATE			
15 → PUBLIC SECONDARY	(11). FAILED TO SUBMIT REQUIRED DOCUMENTATION			
	(12). RECEIVED FUNDS FROM OTHER FEDERAL SOURCES			
	(13). OTHER *(Specify)*			
	(14). TOTAL **			

These totals, when added to the total number of schools participating (Item 2, Column g) should equal the total number of schools in your district (Item 2, Column b) excluding the 1964-65 total.

4A. BUDGETARY INFORMATION - REFER TO THE ATTACHED DEFINITIONS BEFORE COMPLETING THIS ITEM. IF YOUR SCHOOL DISTRICT WAS NOT IN EXISTENCE DURING ANY OF THE YEARS INDICATED, ENTER "NA" *(Not Applicable)* IN THE APPROPRIATE BLOCKS. *NOTE: ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS ARE INCLUDED IN CURRENT EXPENDITURES.*

COLUMN b. For each year, enter the current expenditures from all sources *(Local, State, and Federal sources)* for all public schools in your district.
COLUMN c. For each year, enter the total annual expenditures for instructional materials for all public schools in your district.
COLUMNS d, and e. For each year, enter the annual expenditures for textbooks, for school library resources, and other instructional materials from State and local sources and from funds provided under Public Law 81-874 for all the public schools in your district.
COLUMNS f, g, and h. For each year, enter the annual expenditures from ESEA, Title II for school library resources, textbooks, and other instructional materials for children and teachers in all public schools in your district.
COLUMNS i and j. For each year, enter the annual expenditures for instructional materials from all other Federal sources *(Except ESEA, Title II, and Public Law 81-874)* for all public schools in your district.

(ROUND TO NEAREST DOLLAR)

SCHOOL YEAR AND LEVEL OF SCHOOL	CURRENT EXPENDITURES FROM ALL SOURCES FOR PUBLIC SCHOOLS	SCHOOL DISTRICT ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS							
		TOTAL *(Columns d thru j)*	FROM STATE AND LOCAL TAX SOURCES AND PUBLIC LAW 81-874 FOR PUBLIC SCHOOLS		FROM ESEA, TITLE II			FROM ALL OTHER FEDERAL SOURCES FOR PUBLIC SCHOOLS *(Except ESEA II and Public Law 81-874)*	
			TEXT-BOOKS	SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS	SCHOOL LIBRARY RESOURCES	TEXT-BOOKS	OTHER INSTRUCTIONAL MATERIALS	TEXT-BOOKS	SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS
a	b	c	d	e	f	g	h	i	j
1964-65	$	$	$	$				$	$
16 (1). ELEM.									
17 (2). SECONDARY									
1965-66					$	$	$		
18 (3). ELEM.									
19 (4). SECONDARY									
1966-67									
20 (5). ELEM.									
21 (6). SECONDARY									
1967-68									
22 (7). ELEM.									
23 (8). SECONDARY									
24 (9). *TOTAL (1964-68)*									

4. WHAT WAS THE SOURCE OF EXPENDITURE DATA REPORTED FOR YOUR DISTRICT IN ITEM 4A? *(Check ONE source for each item of expenditure for EACH Year.)* IF YOU CHECK SOURCE #3, SPECIFY IN COLUMN F.

SOURCE #1 - DATA REPORTED WERE PRORATIONS OF DISTRICT WIDE PER PUPIL EXPENDITURE, BY LEVEL. *(District average per pupil expenditure times enrollment by school level, elementary or secondary.)*

SOURCE #2 - DATA REPORTED WERE ACTUAL RECORDED EXPENDITURES BY SCHOOL LEVEL *(Records of expenditures had been kept by school level.)*

SOURCE #3 - OTHER

EXPENDITURES CATEGORY FROM ITEM 4A	YEAR	#1	#2	#3	OTHER SOURCE OF DATA REPORTED *(Specify)*	NO DATA REPORTED
a	b	c	d	e	f	g
25 → (1). CURRENT EXPENDITURES FROM ALL SOURCES *(Item 4A, Column b)*	1964-65					
	1965-66					
	1966-67					
	1967-68					
(2). ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS FROM STATE AND LOCAL TAX SOURCES AND PUBLIC LAW 81-874 *(Item 4A, Cols. d and e)*	1964-65					
	1965-66					
	1966-67					
	1967-68					
(3). ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS FROM ESEA TITLE II FOR TEXTBOOKS, SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS *(Item 4A, Cols. f, g and h)*	1965-66					
	1966-67					
	1967-68					
(4). ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS FROM ALL OTHER FEDERAL SOURCES FOR PUBLIC SCHOOLS *(Except ESEA Title II and P.L. 81-874) (Item 4A, Cols. i and j)*	1964-65					
	1965-66					
	1966-67					
	1967-68					

5. FACTORS USED FOR DISTRIBUTION OF MATERIALS - In each column, rank the 3 most important factors used each year as a basis for making school library resources, textbooks, and other instructional materials acquired under ESEA, Title II available to children and teachers in public elementary and secondary schools. In each column, the most important factor should be ranked "1"; the second most important factor ranked "2"; and the third most important factor ranked "3". If any category of materials was not acquired at either level in any of the years, enter "NA" *(Not Applicable)* in the appropriate blocks. If fewer than 3 factors were used, rank only those used.

FACTORS USED FOR THE DISTRIBUTION OF MATERIALS	1965-66						1967-68					
	ELEMENTARY			SECONDARY			ELEMENTARY			SECONDARY		
a	SLR* b	T* c	OIM* d	SLR* e	T* f	OIM* g	SLR* h	T* i	OIM* j	SLR* k	T* l	OIM* m
(1). NEED FOR BASIC COLLECTION FOR NEW MEDIA CENTER												
(2). AVAILABILITY OF MATERIALS FROM OTHER FEDERAL PROGRAMS												
(3). ABILITY OF SCHOOLS TO MAKE MATERIALS ACCESSIBLE *(Media facilities and personnel)*												
26 (4). SPECIAL NEEDS OF PUPILS												
(5). QUANTITY OF MATERIALS AVAILABLE IN SCHOOLS												
(6). CURRICULUM NEEDS												
(7). PER-PUPIL BASIS												
(8). OTHER *(Specify)*												
OTHER *(Specify)*												

**SLR - School Library Resources; T- Textbooks; OIM - Other Instructional Materials*

6. MEDIA PERSONNEL POSITIONS AT THE DISTRICT LEVEL IN 1964-65 AND IN 1967-68 *(Exclude media personnel assigned to work regularly in specific schools.)*

TYPE OF MEDIA PERSONNEL	POSITIONS AT DISTRICT LEVEL (For each type of media personnel)						POSITIONS IN COLUMNS e, f and g WHOSE ESTABLISHMENT WAS INFLUENCED BY THE ESEA, TITLE II PROGRAM IN YOUR DISTRICT		
	1964-65			1967-68					
	NO. OF FULL-TIME	PART-TIME		NO. OF FULL-TIME	PART-TIME		NO. OF FULL-TIME	PART-TIME	
		NO.	FTE*		NO.	FTE*		NO.	FTE*
a	b	c	d	e	f	g	h	i	j
27 (1). MEDIA SUPERVISOR(S)									
(2). PROFESSIONALS CONCERNED WITH CENTRALIZED PROCESSING									
28 (3). MEDIA AIDE(S)									
(4). TECHNICIAN(S)									
29 (5). TOTAL									

**FTE – Full-Time Equivalent (Report the decimal fraction of Full-time.)*

7. IN YOUR OPINION, IS THE CURRENT NUMBER OF MEDIA STAFF AT THE DISTRICT LEVEL ADEQUATE FOR THE ADMINISTRATION OF THE ESEA, TITLE II PROGRAM IN YOUR DISTRICT? *(Check "YES" or "NO" for each item.)*

(1). PROFESSIONALS *(Media supervisors and professionals concerned with centralized processing)*
☐ YES ☐ NO *(If "NO", give number of additional personnel needed here)* →

(2). MEDIA AIDES AND TECHNICIANS
☐ YES ☐ NO *(If "NO", give number of additional personnel needed here)* →

8. IN YOUR OPINION, WHAT EXPENDITURES FOR THE FOLLOWING INSTRUCTIONAL MATERIALS WOULD HAVE MET THE 1967-68 NEEDS OF THE PUBLIC SCHOOL CHILDREN, AND TEACHERS IN YOUR DISTRICT? *(Round to the nearest dollar)*

(1). SCHOOL LIBRARY RESOURCES	(2). TEXTBOOKS	(3). OTHER INSTRUCTIONAL MATERIALS
$	$	$

9. CHECK ANY OF THE FOLLOWING SCHOOL DISTRICT SERVICES FOR MEDIA PROGRAMS WHICH WERE INITIATED OR GREATLY EXPANDED IN YOUR DISTRICT DURING ANY OF THE YEARS INDICATED. FOR EACH ITEM CHECKED IN COLUMNS b, c, and d, WHAT WAS THE INFLUENCE OF ESEA, TITLE II ON THE EXPANSION OR INITIATION OF THIS SERVICE?

SCHOOL DISTRICT SERVICES FOR MEDIA PROGRAMS	1965-66	1966-67	1967-68	INFLUENCE OF ESEA, TITLE II				
				NONE	SLIGHT	MODERATE	SUBSTANTIAL	DON'T KNOW
a	b	c	d	e	f	g	h	i
30 (1). CONSULTANT SERVICES BY MEDIA SPECIALISTS								
(2). CENTRALIZED ORDERING OF INSTRUCTIONAL MATERIALS								
(3). PREPROCESSING AND CATALOGING OF INSTRUCTIONAL MATERIALS								
(4). CIRCULATION OF INSTRUCTIONAL MATERIALS AMONG SCHOOLS OR INDIVIDUALS FROM A DISTRICT MEDIA CENTER								
(5). MAINTENANCE OF CURRICULUM LABORATORY OR MEDIA CENTER FOR PROFESSIONAL PERSONNEL								

10A. ARE LISTS OR CATALOGS OF MATERIALS ACQUIRED UNDER ESEA, TITLE II AVAILABLE AT THE DISTRICT LEVEL?
☐ YES ☐ NO

10B. ARE LISTS OR CATALOGS OF MATERIALS ACQUIRED UNDER ESEA, TITLE II DISTRIBUTED TO SCHOOLS IN YOUR DISTRICT? ☐ YES ☐ NO

10C. IF YOU ANSWERED "YES" IN ITEM 10B, CHECK ANY OF THE FOLLOWING WHICH ARE INCLUDED IN THE LISTS OR CATALOGS

(1). ☐ SCHOOL LIBRARY RESOURCES (2). ☐ TEXTBOOKS (3). ☐ OTHER INSTRUCTIONAL MATERIALS

11. FROM WHICH OF THE FOLLOWING LOCATIONS WERE MATERIALS PURCHASED WITH ESEA, TITLE II FUNDS MADE AVAILABLE TO CHILDREN AND TEACHERS IN YOUR DISTRICT IN 1967-68? *(Check all that apply.)*

31	(1). CLASSROOM COLLECTIONS
	(2). SCHOOL MEDIA CENTER
	(3). DISTRICT MEDIA CENTER
	(4). REGIONAL MEDIA CENTER *(Multi-district)*
	(5). STATE MEDIA CENTER
	(6). OTHER *(Specify)*

12. CHECK ALL OF THE FOLLOWING PRACTICES THAT WERE USED IN 1967-68 IN SELECTING MATERIALS TO BE PURCHASED UNDER ESEA, TITLE II, FOR USE IN PUBLIC SCHOOLS IN YOUR DISTRICT. IF ANY CATEGORY OF MATERIALS WAS NOT PROVIDED, MARK "NA" *(Not Applicable)* IN THE APPROPRIATE BLOCKS

PRACTICES (a)	MATERIALS		
	SCHOOL LIBRARY RESOURCES (b)	TEXT-BOOKS (c)	OTHER INSTRUCTIONAL MATERIALS (d)
(1). SELECTION FROM APPROVED STATE OR DISTRICT LISTS ONLY			
(2). SELECTION FROM STANDARD SELECTION TOOLS AND/OR REVIEWING MEDIA			
(3). USE OF PROFESSIONAL BIBLIOGRAPHIES OF MATERIALS			
(4). REVIEW OF MATERIALS BEFORE ORDERING			
(5). SELECTION BY TEACHERS AND OTHER INSTRUCTIONAL PERSONNEL			

13. IN COLUMN b, ESTIMATE THE NUMBER OF INSTRUCTIONAL MATERIALS IN YOUR DISTRICT IN EACH CATEGORY AS OF JUNE 30, 1965. IN COLUMN c, ESTIMATE THE NUMBER OF MATERIALS IN YOUR DISTRICT AS OF JUNE 30, 1968 FROM ALL SOURCES OF FUNDS EXCEPT ESEA, TITLE II. IN COLUMN d, REPORT THE NUMBER OF MATERIALS IN THE DISTRICT, AS OF JUNE 30, 1968, WHICH HAD BEEN ACQUIRED UNDER ESEA, TITLE II BETWEEN JULY 1, 1965 AND JUNE 30, 1968. IF MATERIALS IN ANY OF THE THREE CATEGORIES HAVE NOT BEEN ACQUIRED UNDER ESEA, TITLE II, MARK "NA" *(Not Applicable)* IN THE APPROPRIATE BLOCK.

CATEGORIES OF MATERIALS (a)	TOTAL NUMBER OF		
	INSTRUCTIONAL MATERIALS IN DISTRICT ON JUNE 30, 1965 (b)	INSTRUCTIONAL MATERIALS IN DISTRICT AS OF JUNE 30, 1968 EXCLUDING THOSE ACQUIRED UNDER ESEA, TITLE II (c)	INSTRUCTIONAL MATERIALS IN DISTRICT ON JUNE 30, 1968 WHICH HAD BEEN ACQUIRED UNDER ESEA, TITLE II BETWEEN JULY 1, 1965 AND JUNE 30, 1968 (d)
32 (1) TOTAL SCHOOL LIBRARY RESOURCES *(See definitions)*			
(2) BOOKS *(Number of volumes)*			
(3) PERIODICALS AND NEWSPAPERS*			
(4) AUDIO-VISUAL MATERIALS**			
(5) TOTAL TEXTBOOKS *(Number of volumes)* *(See definitions)*			
33 (6) TOTAL OTHER INSTRUCTIONAL MATERIALS *(See definitions)*			
(7) BOOKS *(Number of volumes)*			
(8) PERIODICALS AND NEWSPAPERS*			
(9) AUDIO-VISUAL MATERIALS**			

*Report the number of periodical and newspaper subscriptions.

**Count films, filmstrips, tape recordings, disk recordings, slides, transparencies, and other audio-visual materials by physical item - reel, disk, or frame.

14. ESTIMATE THE PROPORTION OF THE PUPILS IN YOUR DISTRICT WHO ARE MEMBERS OF THE FOLLOWING MINORITY GROUPS *(Enter "None", if there are none)*

	PERCENT	SPANISH-SURNAMED AMERICAN OF:	PERCENT	SPANISH-SURNAMED AMERICAN OF:	PERCENT
(1). AMERICAN INDIAN	%	(4). CUBAN DESCENT	%	SPANISH DESCENT	%
(2). NEGRO	%	(5). MEXICAN DESCENT	%	(8). LATIN AMERICAN DESCENT	%
(3). ORIENTAL	%	(6). PUERTO RICAN DESCENT	%		

15. ESTIMATE THE PROPORTION OF PUPILS ATTENDING SCHOOL IN THIS DISTRICT WHO BELONG TO THE FOLLOWING GROUPS. THE PERCENTAGES YOU PROVIDE SHOULD TOTAL 100%	PERCENT
(1). CHILDREN OF PROFESSIONAL, TECHNICAL, AND MANAGERIAL WHITE COLLAR WORKERS	%
(2). CHILDREN OF OTHER WHITE COLLAR WORKERS SUCH AS CLERICAL AND SALES WORKERS	%
(3). CHILDREN OF LABORERS, SERVICE WORKERS, AND SKILLED, SEMI-SKILLED, AND UNSKILLED BLUE COLLAR WORKERS *(Except agricultural workers)*	%
(4). CHILDREN OF RURAL AGRICULTURAL WORKERS *(Except migrant workers)*	%
(5). CHILDREN OF MIGRANT FARM WORKERS	%
(6). CHILDREN OF WELFARE RECIPIENTS OR THE CHRONICALLY UNEMPLOYED	%
(7). **TOTAL**	**100%**

NOTE: The following item refers to data provided in the **PUBLIC SCHOOL SUPPLEMENT** *for individual schools in this survey.*

16. WHAT WAS THE SOURCE OF EXPENDITURE DATA REPORTED FOR INDIVIDUAL SCHOOLS IN THE SCHOOL SUPPLEMENT ITEM 2? *(Check one source for each item of expenditure for each year.)* IF YOU CHECK SOURCE #3, SPECIFY IN COLUMN f.

SOURCE #1 - Data reported were prorations by school of district-wide per pupil expenditures *(District average per pupil expenditure times school enrollment)*

SOURCE #2 -- Data reported were actual recorded expenditures by school. *(Records of expenditures had been kept for each school)*

SOURCE #3 -- Other

EXPENDITURES CATEGORY *(From Public School Supplement, Item 2a)* a	YEAR b	#1 c	#2 d	#3 e	OTHER SOURCE OF DATA REPORTED *(Specify)* f	NO DATA REPORTED g
(1). CURRENT EXPENDITURES FROM ALL SOURCES	1964-65					
	1965-66					
	1966-67					
	1967-68					
(2). ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS FROM STATE AND LOCAL TAX SOURCES AND PUBLIC LAW 81-874	1964-65					
	1965-66					
	1966-67					
	1967-68					
(3). ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS FROM ESEA, TITLE II; FOR TEXTBOOKS, SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS	1965-66					
	1966-67					
	1967-68					
(4). ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS FROM ALL OTHER FEDERAL SOURCES FOR PUBLIC SCHOOLS *(Except ESEA, Title II and Public Law 81-874)*	1964-65					
	1965-66					
	1966-67					
	1967-68					

SIGNATURE OF RESPONDENT	TELEPHONE *(Respondent)* AREA CODE	NUMBER	DATE

GPO 866,441

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-S68016
APPROVAL EXPIRES 6/30/69

ESEA, TITLE II SURVEY
SCHOOL DISTRICT QUESTIONNAIRE - PUBLIC SCHOOL SUPPLEMENT

Data on this questionnaire are to be supplied for the school indicated on the label at the left.

1. FOR EACH YEAR, 1964-65 1965-66, 1966-67, and 1967-68, ENTER THE NUMBER OF INSTRUCTIONAL PERSONNEL ASSIGNED TO THE SCHOOL AND THE NUMBER OF CHILDREN ENROLLED IN THE SCHOOL. PROVIDE THE **FALL ENROLLMENT ON OCTOBER 1** OF EACH YEAR INDICATED.

	SCHOOL YEAR	TOTAL NUMBER OF INSTRUCTIONAL PERSONNEL			NUMBER OF CHILDREN *(October 1 enrollment)*
		FULL-TIME	PART-TIME		
			NUMBER	FULL-TIME EQUIVALENT	
	a	b	c	d	e
01	(1). 1964-65				
	(2). 1965-66				
	(3). 1966-67				
	(4). 1967-68				

2. THE FOLLOWING INSTRUCTIONS ARE TO BE FOLLOWED WHEN COMPLETING THE ITEM BELOW FOR EACH SCHOOL IN YOUR DISTRICT THAT IS IN THIS SURVEY SAMPLE. REFER TO THE ATTACHED DEFINITIONS BEFORE COMPLETING THE ITEM. IF A SCHOOL IN THIS SAMPLE WAS NOT IN EXISTENCE DURING ANY OF THE YEARS INDICATED, ENTER "NA" *(Not Applicable)* IN THE APPROPRIATE BLOCKS. PLEASE PROVIDE **ACTUAL EXPENDITURES** FOR EACH SCHOOL IN THE SAMPLE. IF THESE DATA ARE NOT AVAILABLE, ESTIMATE
NOTE. CURRENT EXPENDITURES INCLUDE EXPENDITURES FOR INSTRUCTIONAL MATERIALS.

COLUMN b. For each year, enter the current expenditures from all sources for this school.

COLUMN c. For each year, enter the total annual expenditures for instructional materials for this school *(Total of Columns d through j)*.

COLUMN d. For each year, enter the annual expenditures for textbooks from State and local sources and from funds provided under Public Law 81-874 for this school.

COLUMN e. For each year, enter the annual expenditures for school library resources and other instructional materials from State and local sources and from funds provided under Public Law 81-874 for this school.

COLUMNS f through h. For each year enter the annual expenditure from ESEA, Title II for textbooks *(Column f)* school library resources *(Column g)* and other instructional materials *(Column h)*.

COLUMN i. For each year, enter the annual expenditures for textbooks from all other Federal sources *(Except ESEA Title II and Public Law 81-874)*.

COLUMN j. For each year, enter the annual expenditures for school library resources and other instructional materials from all other Federal sources *(Except ESEA Title II and Public Law 81-874)*.

YEAR	CURRENT EXPENDITURES FROM ALL SOURCES	ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS							
		TOTAL (From all sources, Columns d-j)	FROM STATE AND LOCAL TAX SOURCES AND PUBLIC LAW 81-874		FROM ESEA, TITLE II			FROM ALL OTHER FEDERAL SOURCES *(Except ESEA Title II and Public Law 81-874)*	
			TEXTBOOKS	SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS	TEXTBOOKS	SCHOOL LIBRARY RESOURCES	OTHER INSTRUCTIONAL MATERIALS	TEXTBOOKS	SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS
a	b	c	d	e	f	g	h	i	j
02 (1). 1964-65									
03 (2). 1965-66									
04 (3). 1966-67									
05 (4). 1967-68									

OE FORM 4450-1, 10/68

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-S68016
APPROVAL EXPIRES: 6/30/69

ESEA, TITLE II SURVEY

SCHOOL DISTRICT QUESTIONNAIRE - PRIVATE SCHOOL SUPPLEMENT

This questionnaire is to be completed by the agency responsible for administering the ESEA, Title II program to children and teachers in private schools.

1. CHECK THE AGENCY RESPONSIBLE FOR ADMINISTERING THE ESEA, TITLE II PROGRAM FOR CHILDREN AND TEACHERS IN PRIVATE SCHOOLS IN YOUR DISTRICT

01	(1). STATE EDUCATION AGENCY
	(2). PUBLIC SCHOOL DISTRICT
	(3). OTHER *(Specify)*
	(4). DON'T KNOW*

** If you answered "don't know", please return this questionnaire with the others from your district.*

2. FROM WHICH OF THE FOLLOWING LOCATIONS ARE MATERIALS PURCHASED WITH ESEA, TITLE II FUNDS MADE AVAILABLE TO CHILDREN AND TEACHERS IN **PRIVATE** SCHOOLS? *(Check all that apply.)*

	(1) PUBLIC SCHOOL MEDIA CENTERS		(5). STATE MEDIA CENTER
	(2) PRIVATE SCHOOL MEDIA CENTERS		(6). PRIVATE SCHOOL CLASSROOMS
	(3) DISTRICT MEDIA CENTER		(7). OTHER *(Specify)*
	(4) REGIONAL MEDIA CENTER *(Multi-district)*		

3. PLEASE SUPPLY THE FOLLOWING INFORMATION FOR ALL **PRIVATE** SCHOOLS IN YOUR DISTRICT AND FOR THOSE WHOSE TEACHERS AND CHILDREN PARTICIPATE IN THE PROGRAM. ESTIMATE IF NECESSARY.

COLUMN b. Enter the total number of **private** schools in your district on **October 1** each year, and for each level of school itemized in Column a.
COLUMN c. Enter the total number of instructional personnel in **private** schools in your district on **October 1** each year and for each level of school itemized in Column a.
COLUMN d. Enter the total number of children **enrolled** in **private** schools in your district on **October 1** for each year and for each level of school itemized in Column a.

COLUMN e. Enter the number of **private** schools whose children and instructional personnel participated in ESEA, Title II for each level of school itemized in Column a.
COLUMN f. Enter the number of instructional personnel employed by the **private** schools entered in Column e.
COLUMN g. Enter the number of children enrolled on **October 1** of each year indicated in the schools entered in Column e.

YEAR AND LEVEL OF SCHOOL *(Private schools)* a	TOTAL NUMBER OF: PRIVATE SCHOOLS IN YOUR DISTRICT b	INSTRUCTIONAL PERSONNEL IN PRIVATE SCHOOLS IN YOUR DISTRICT *(On October 1)* c	PRIVATE SCHOOL CHILDREN IN YOUR DISTRICT *(Enrollment on October 1)* d	PRIVATE SCHOOLS ENROLLING PARTICIPATING CHILDREN e	PRIVATE SCHOOL INSTRUCTIONAL PERSONNEL PARTICIPATING f	PRIVATE SCHOOL CHILDREN PARTICIPATING *(Enrollment on October 1)* g
1964-65						
(1). ELEM.						
(2). SECONDARY						
02 (3). *TOTAL (Lines 1 & 2)*						
1965-66						
(4). ELEM.						
03 (5). SECONDARY						
(6). *TOTAL (Lines 4 & 5)*						
1966-67						
04 (7). ELEM.						
(8). SECONDARY						
05 (9). *TOTAL (Lines 7 & 8)*						
1967-68						
(10). ELEM.						
06 (11). SECONDARY						
(12). *TOTAL (Lines 10 & 11)*						

OE FORM 4450-2, 10/68

4. IF YOU HAVE **PRIVATE** SCHOOLS IN YOUR DISTRICT WHOSE TEACHERS AND CHILDREN DID **NOT** PARTICIPATE IN THE ESEA, TITLE II PROGRAM DURING 1967-68, SUPPLY THE **NUMBER** OF THOSE **PRIVATE** SCHOOLS OPPOSITE THE REASONS GIVEN FOR NON-PARTICIPATION. FOR EACH SCHOOL, CONSIDER ONLY THE MAJOR REASON FOR NON-PARTICIPATION. *(Report each school only once.)*

MAJOR REASONS FOR NONPARTICIPATION OF SCHOOLS' CHILDREN AND TEACHERS	NUMBER OF PRIVATE SCHOOLS
07 (1). NOT IN COMPLIANCE WITH TITLE VI OF THE CIVIL RIGHTS ACT OF 1964	
(2). EXCLUDED BY STATE PLAN PROVISION	
(3). EXCLUDED BY DISTRICT ON THE BASIS OF RELATIVE NEED	
(4). CHOSE NOT TO PARTICIPATE	
(5). FAILED TO SUBMIT REQUIRED DOCUMENTATION	
(6). UNABLE TO DETERMINE REASON	
(7). OTHER *(Specify)*	
(8). *TOTAL (When added to the 1967-68 total for private schools given in Item 3, Line 12, Column e, should equal the total number of private schools in your district in 1967-68 as given in Item 3, Line 12, Column b.)*	

5. WHAT WERE THE ANNUAL EXPENDITURES OF ESEA, **TITLE II FUNDS** FOR INSTRUCTIONAL MATERIALS, SPECIFICALLY FOR THE USE OF TEACHERS AND CHILDREN IN **PRIVATE** SCHOOLS IN EACH OF THE YEARS SPECIFIED? *(ROUND TO NEAREST DOLLAR)*

ESEA, TITLE II EXPENDITURES		
(1). 1965-66	(2). 1966-67	(3). 1967-68
$	$	$

6. GIVE THE NUMBER OF **PRIVATE** SCHOOLS IN THE DISTRICT WHOSE CHILDREN AND TEACHERS PARTICIPATED IN THE ESEA, TITLE II PROGRAM **AND** WHICH HAD **PRIVATE SCHOOL FUNDS** FOR INSTRUCTIONAL MATERIALS DURING THE YEARS SPECIFIED *(Estimate if necessary.)*

NUMBER OF SCHOOLS RECEIVING PRIVATE FUNDS FOR INSTRUCTIONAL MATERIALS		
(1). 1965-66	(2). 1966-67	(3). 1967-68

7. IN THE ITEM BELOW, RANK THE **THREE** MOST IMPORTANT FACTORS USED IN 1967-68 FOR MAKING MATERIALS ACQUIRED UNDER ESEA, TITLE II AVAILABLE TO CHILDREN AND TEACHERS IN **PRIVATE** SCHOOLS. THE MOST IMPORTANT FACTOR SHOULD BE RANKED "1", THE SECOND "2", AND THE THIRD "3". GIVE SEPARATE RANKINGS FOR SCHOOL LIBRARY RESOURCES, TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS.

FACTORS USED FOR THE DISTRIBUTION OF MATERIALS	SCHOOL LIBRARY RESOURCES	TEXTBOOKS	OTHER INSTRUCTIONAL MATERIALS	FACTORS USED FOR THE DISTRIBUTION OF MATERIALS	SCHOOL LIBRARY RESOURCES	TEXTBOOKS	OTHER INSTRUCTIONAL MATERIALS
a	b	c	d	a	b	c	d
08 (1). PER-PUPIL BASIS				(5). ABILITY OF SCHOOL TO MAKE MATERIALS ACCESSIBLE *(Media facilities and personnel)*			
(2). AMOUNT OF MATERIALS NOW AVAILABLE IN SCHOOL				(6). OTHER *(Specify)*			
(3). SPECIAL NEEDS OF PUPILS							
(4). CURRICULUM NEEDS							

RESPONDENT

SIGNATURE	TELEPHONE		DATE
	AREA CODE	NUMBER	

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

ESEA, TITLE II SURVEY
SCHOOL PRINCIPAL QUESTIONNAIRE

BUDGET BUREAU NO. 51-S68018
APPROVAL EXPIRES: 6/30/69

IMPORTANT: Please review the definitions BEFORE completing this questionnaire and refer to them as you provide your answers.

01 1. CHECK THE HIGHEST GRADE AND THE LOWEST GRADE INCLUDED IN YOUR SCHOOL IN 1967-68

PRE-K	K	1	2	3	4	5	6	7	8	9	10	11	12

2. YEARS AS PRINCIPAL OF THIS SCHOOL AS OF JUNE 1968 *(Check one)*

- ☐ (1). Less than 1 year
- ☐ (2). At least 1 year, but less than 3 years
- ☐ (3). At least 3 years, but less than 4 years
- ☐ (4). Four or more years

3. NUMBER OF HOURS PER WEEK CLASSES FOR THE HIGHEST GRADE CHECKED IN ITEM 1 ARE IN SESSION

4. CHECK THE PERCENTAGE OF CLASSES IN YOUR SCHOOL THAT ARE DESIGNED FOR PHYSICALLY, MENTALLY, OR EMOTIONALLY HANDICAPPED STUDENTS
(1) ☐ 0-25% (2) ☐ 26-50% (3) ☐ 51-75% (4) ☐ 76-100%

5. CHECK YEARS THAT INSTRUCTIONAL MATERIALS PURCHASED WITH ESEA, TITLE II FUNDS WERE AVAILABLE TO STUDENTS AND TEACHERS IN THIS SCHOOL
(1) ☐ 1965-66 (2) ☐ 1966-67 (3) ☐ 1967-68

6. ENTER IN THE APPROPRIATE COLUMNS THE NUMBERS OF MEDIA PERSONNEL ASSIGNED TO THIS SCHOOL IN EACH OF THE YEARS INDICATED. IF THE SCHOOL WAS NOT IN EXISTENCE DURING ANY OF THE YEARS INDICATED, ENTER "NA" *(Not Applicable)* IN THE APPROPRIATE COLUMNS. IF NO MEDIA PERSONNEL WERE REGULARLY ASSIGNED TO THE SCHOOL DURING THE YEARS INDICATED, DO NOT ENTER THE INFORMATION BELOW BUT CHECK HERE ☐ AND CONTINUE TO ITEMS 7 AND 8.

MEDIA PERSONNEL	TOTAL NUMBER OF MEDIA PERSONNEL						NUMBER OF PERSONNEL IN 1967-68 APPOINTED PRIMARILY AS A RESULT OF THE ESEA, TITLE II PROGRAM		
	IN 1964-65			IN 1967-68					
	FULL-TIME	PART-TIME		FULL-TIME	PART-TIME		FULL-TIME	PART-TIME	
		NUMBER	FTE*		NUMBER	FTE*		NUMBER	FTE*
a	b	c	d	e	f	g	h	i	j
(1). Media specialist(s)									
(2). Other certified personnel serving as media specialist(s)									
02 (3). Media aide(s)									
(4). Technician(s)									
03 (5). Volunteer(s)									

**FTE -- Full-Time Equivalent*

7. ESTIMATE THE PERCENT OF THE PUPILS IN YOUR SCHOOL WHO ARE MEMBERS OF THE FOLLOWING MINORITY GROUPS *(Enter "none" if there are none.)*

	PERCENT
(1). American Indian	%
(2). Negro	%
(3). Oriental	%
SPANISH-SURNAMED AMERICAN OF:	
(4). Cuban descent	%
(5). Mexican descent	%
(6). Puerto Rican descent	%
(7). Spanish descent	%
(8). Latin American descent	%

8. ESTIMATE THE PERCENT OF THE PUPILS IN YOUR SCHOOL WHO BELONG TO THE FOLLOWING GROUPS *(See definitions)*

	PERCENT
(1). Children of professional, technical, and managerial white collar workers	%
(2). Children of other white collar workers such as clerical and sales workers	%
(3). Children of laborers, service workers, and skilled, semi-skilled, and unskilled blue collar workers *(Except agricultural workers)*	%
(4). Children of rural agricultural workers *(Except migrant workers)*	%
(5). Children of migrant farm workers	%
(6). Children of welfare recipients or the chronically unemployed	%
(7). *TOTAL*	100 %

SIGNATURE OF PRINCIPAL | DATE

TELEPHONE | AREA CODE | NUMBER

OE FORM 4451, 10/68

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-S68017
APPROVAL EXPIRES: 6/30/69

ESEA, TITLE II SURVEY

SCHOOL MEDIA PERSONNEL QUESTIONNAIRE

IMPORTANT: Please review the attached definitions BEFORE completing this questionnaire and refer to them as you provide your answers.
This questionnaire is to be completed by the public school media specialist or other person responsible for activities related to instructional materials. The principal should be consulted for information which the media specialist cannot provide.

TYPED OR PRINTED NAME OF MEDIA SPECIALIST *(or other person responsible for activities related to instructional materials)*

TITLE

01 1. DURING WHICH SCHOOL YEAR DID YOU START WORKING IN THIS SCHOOL? *(Check one)*

(1) ☐ 1964-65 OR BEFORE
(2) ☐ 1965-66
(3) ☐ 1966-67
(4) ☐ 1967-68
(5) ☐ 1968-69

2A. NUMBER OF YEARS EXPERIENCE AS A MEDIA SPECIALIST *(As of June 1968)*		2B. NUMBER OF YEARS EXPERIENCE AS A CLASSROOM TEACHER *(As of June 1968)*		3A. AVERAGE NUMBER OF HOURS PER WEEK YOU WORKED IN THIS SCHOOL DURING 1967-68 ACADEMIC YEAR
FULL-TIME	PART-TIME	FULL-TIME	PART-TIME	HOURS

3B. INDICATE THE PERCENT OF TIME IN AN AVERAGE WEEK IN WHICH MEDIA SPECIALISTS, OR OTHER CERTIFIED PERSONNEL SERVING AS MEDIA SPECIALISTS IN YOUR SCHOOL, WERE ENGAGED IN EACH OF THE ACTIVITIES SPECIFIED BELOW DURING THE 1967-68 ACADEMIC YEAR.

TYPE OF ACTIVITY	PERCENT OF TIME SPENT
(1). WORKING WITH TEACHERS ON TASKS SUCH AS CURRICULUM DEVELOPMENT, CONSULTATION ON THE USE OF MATERIALS IN UNITS OF STUDY, OR COOPERATIVE SELECTION OF MATERIALS	%
(2). WORKING WITH PUPILS ON TASKS SUCH AS INDIVIDUAL, GROUP, OR CLASS INSTRUCTION, OR PROVIDING ASSISTANCE IN MEDIA USE	%
(3). WORKING WITH INSTRUCTIONAL MATERIALS ON TASKS SUCH AS SELECTION, ORDERING, CATALOGING OR ORGANIZATION	%
(4). WORKING ON MEDIA CENTER ADMINISTRATION TASKS SUCH AS SCHEDULING, CIRCULATION	%
(5). WORKING ON OTHER MEDIA ACTIVITIES	%
(6). PERFORMING NON-MEDIA TASKS SUCH AS OTHER TEACHING, ADMINISTRATION	%
TOTAL	100%

4. DOES THIS SCHOOL HAVE A MEDIA CENTER AS PART OF ITS FACILITIES?
☐ YES ☐ NO *(If "NO", go on to Item 6)*

5A. NUMBER OF HOURS IN A TYPICAL WEEK THE SCHOOL MEDIA CENTER WAS OPENED AT THE FOLLOWING TIMES DURING THE 1967-68 SCHOOL TERM *(Answer each item; enter "0" where appropriate)*

(1). BEFORE SCHOOL	(2). DURING SCHOOL	(3). AFTER SCHOOL *(Before 6 P.M.)*	(4). EVENINGS *(After 6 P.M.)*	(5). SATURDAY	(6). SUNDAY
HOURS	HOURS	HOURS	HOURS	HOURS	HOURS

5B. AVERAGE NUMBER OF HOURS PER WEEK THE SCHOOL MEDIA CENTER WAS OPENED DURING THE SUMMER OF 1968 *(Enter "0" if appropriate)*

HOURS

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6. IN COLUMN b ESTIMATE THE NUMBER OF INSTRUCTIONAL MATERIALS IN YOUR SCHOOL IN EACH CATEGORY AS OF JUNE 30, 1965. IN COLUMN c ESTIMATE THE NUMBER OF MATERIALS IN YOUR SCHOOL AS OF JUNE 30, 1968, FROM ALL SOURCES OF FUNDS EXCEPT ESEA, TITLE II. IN COLUMN d REPORT THE NUMBER OF MATERIALS IN THE SCHOOL, AS OF JUNE 30, 1968, WHICH HAD BEEN ACQUIRED UNDER ESEA, TITLE II BETWEEN JULY 1, 1965 AND JUNE 30, 1968. IF MATERIALS IN ANY OF THE 3 CATEGORIES HAVE NOT BEEN ACQUIRED UNDER ESEA, TITLE II, MARK "NA" *(Not Applicable)* IN THE APPROPRIATE BLOCK.

CATEGORIES OF MATERIALS		TOTAL NUMBER OF		
		INSTRUCTIONAL MATERIALS IN SCHOOL ON JUNE 30, 1965	INSTRUCTIONAL MATERIALS IN SCHOOL ON JUNE 30, 1968, EXCLUDING THOSE ACQUIRED UNDER ESEA, TITLE II	INSTRUCTIONAL MATERIALS IN SCHOOL ON JUNE 30, 1968, WHICH HAD BEEN ACQUIRED UNDER ESEA, TITLE II BETWEEN JULY 1, 1965 AND JUNE 30, 1968
a		b	c	d
02 (1)	**TOTAL SCHOOL LIBRARY RESOURCES** *(See definition)*			
(2)	BOOKS *(Number of volumes)*			
(3)	PERIODICALS AND NEWSPAPERS*			
(4)	AUDIO-VISUAL MATERIALS**			
03 (5)	**TEXTBOOKS** *(Number of volumes)* *(See definition)*			
(6)	**TOTAL OTHER INSTRUCTIONAL MATERIALS** *(See definition)*			
04 (7)	BOOKS *(Number of volumes)*			
(8)	PERIODICALS AND NEWSPAPERS*			
(9)	AUDIO-VISUAL MATERIALS**			

**Report the number of periodical and newspaper subscriptions.*

***Count films, filmstrips, tape recordings, disk recordings, slides, transparencies, and other audio-visual materials by physical item - reel, disk or frame.*

7. INDICATE THE AVERAGE LENGTH OF TIME AUDIO-VISUAL AND PRINTED MATERIALS CAN BE BORROWED FROM EACH OF THE LOCATIONS LISTED *(Check one time for each material and for each location.)*

LOCATION OF MATERIALS	TYPE OF MATERIAL	NO CIRCULATION	24 HOURS OR LESS	MORE THAN 24 HOURS BUT LESS THAN 2 WEEKS	AT LEAST 2 WEEKS BUT LESS THAN 4 WEEKS	AT LEAST 4 WEEKS BUT LESS THAN 6 MONTHS	6 MONTHS OR LONGER	NOT APPLICABLE
a	b	c	d	e	f	g	h	i
(1). CLASSROOMS	AUDIO-VISUAL							
	PRINTED							
(2). SCHOOL MEDIA CENTER	AUDIO-VISUAL							
	PRINTED							
(3). DISTRICT MEDIA CENTER	AUDIO-VISUAL							
	PRINTED							
(4). REGIONAL MEDIA CENTER *(Multi-district)*	AUDIO-VISUAL							
	PRINTED							
(5). STATE MEDIA CENTER	AUDIO-VISUAL							
	PRINTED							
(6). OTHER (Specify)	AUDIO-VISUAL							
	PRINTED							

8. CHECK IN COLUMNS b-e WHETHER IN JUNE 1968 YOUR SCHOOL MET THE STATE AND AMERICAN LIBRARY ASSOCIATION 1960 STANDARDS INDICATED. IF YOU CHECK "NO" IN COLUMNS c OR e, ESTIMATE IN COLUMNS f AND g THE NUMBER OF YEARS REQUIRED TO MEET THE STANDARDS IF FUNDS CONTINUE AT THE 1967-68 LEVEL.

ITEMS INCLUDED IN QUANTITATIVE STANDARDS	IN JUNE 1968 DID YOUR SCHOOL MEET THE QUANTITATIVE STATE OR A.L.A. STANDARDS?				NO. OF YEARS REQUIRED TO MEET STANDARDS IF FUNDS CONTINUE AT THE 1967-68 LEVEL	
	STATE		ALA 1960*			
a	YES b	NO c	YES d	NO e	STATE f	ALA 1960*. g
(1). LIBRARY BOOKS						
(2). PERIODICALS						
(3). AUDIO-VISUAL MATERIALS						
(4). ANNUAL PER PUPIL EXPENDITURE FROM ALL SOURCES OF FUNDS FOR LIBRARY BOOKS AND AUDIO-VISUAL MATERIALS						

*American Library Association. *STANDARDS FOR SCHOOL LIBRARY PROGRAMS*. Chicago, Illinois: the Association, 1960. 132p.

9. FROM WHICH OF THE FOLLOWING LOCATIONS COULD SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS PURCHASED WITH ESEA, TITLE II FUNDS BE BORROWED BY CHILDREN AND TEACHERS IN YOUR SCHOOL DURING 1967-68? *(Check all that apply)*

LOCATION OF MATERIALS a	CHILDREN b	TEACHERS
(1). CLASSROOM COLLECTIONS		
(2). SCHOOL MEDIA CENTER *(In this school plant)*		
(3). DISTRICT MEDIA CENTER		
(4). REGIONAL MEDIA CENTER *(Multi-district)*		
(5). STATE MEDIA CENTER		
(6). OTHER *(Specify)*		

10. WERE ANY OF THE FOLLOWING MEDIA SERVICES PROVIDED TO YOUR SCHOOL BY THE DISTRICT DURING THE 1967-68 SCHOOL YEAR? *(Check "yes" or "no" for each item.)*

MEDIA SERVICES a	YES b	NO c
(1). CONSULTANT SERVICES BY MEDIA SPECIALIST(S)		
(2). CENTRALIZED ORDERING OF INSTRUCTIONAL MATERIALS		
(3). PREPROCESSING AND CATALOGING OF INSTRUCTIONAL MATERIALS		
(4). CIRCULATION OF INSTRUCTIONAL MATERIALS AMONG SCHOOLS OR INDIVIDUALS FROM A DISTRICT MEDIA CENTER		
(5). CURRICULUM LABORATORY OR MEDIA CENTER FOR PROFESSIONAL SCHOOL PERSONNEL		
(6). OTHER *(Specify)*		

11. IS THE AUDIO-VISUAL EQUIPMENT IN YOUR SCHOOL ADEQUATE FOR THE USE OF EACH OF THE FOLLOWING TYPES OF AUDIO-VISUAL MATERIALS? *(Check "yes" or "no" for each item.) (If these materials are not available, check "not applicable")*

MATERIALS a	YES b	NO c	NOT APPLICABLE d
(1). MOTION PICTURES			
(2). FILMSTRIPS			
(3). DISK RECORDINGS			
(4). TAPE RECORDINGS			
(5). SLIDES			
(6). TRANSPARENCIES			
(7). PROGRAMED MATERIALS			
(8). MAPS, CHARTS, GRAPHS			
(9). OTHER *(Specify)*			

12. IN THE ITEM BELOW, RANK YOUR SCHOOL'S 3 HIGHEST PRIORITY NEEDS FOR INSTRUCTIONAL MATERIALS, MARKING THE HIGHEST PRIORITY "1", THE SECOND HIGHEST PRIORITY "2", AND THE THIRD HIGHEST PRIORITY "3". IF ELEMENTARY GRADES OR SECONDARY GRADES ARE NOT INCLUDED IN YOUR SCHOOL, MARK "NA" *(Not Applicable)* FOR EXCLUDED GRADES.

INSTRUCTIONAL MATERIALS a	GRADES ELEMENTARY b	GRADES SECONDARY c	INSTRUCTIONAL MATERIALS a	GRADES ELEMENTARY b	GRADES SECONDARY c
(1). MATERIALS FOR THE HANDICAPPED			(7). SUPPLEMENTARY TEXTBOOKS		
(2). HIGH-INTEREST LOW-VOCABULARY MATERIALS			(8). AUDIO-VISUAL MATERIALS FOR INDIVIDUAL PUPIL USE		
(3). MATERIALS FOR TEACHING ENGLISH AS A SECOND LANGUAGE			(9). AUDIO-VISUAL MATERIALS FOR TEACHERS TO USE IN CLASSROOMS		
(4). MATERIALS WHICH FOSTER INTER-CULTURAL UNDERSTANDING			(10). PROGRAMED MATERIALS		
(5). MATERIALS FOR ADVANCED PLACEMENT OR INDEPENDENT STUDY			(11). OTHER *(Specify)*		
(6). LIBRARY BOOKS FOR BASIC COLLECTION					

13. FOR EACH OF THE FOLLOWING TYPES OF ORGANIZATION OR FACILITY, CHECK WHETHER IT WAS EXISTING IN 1964-65, IMPROVED SINCE 1964-65, OR INSTITUTED SINCE 1964-65. IF THE ORGANIZATION OR FACILITY WAS INSTITUTED OR IMPROVED AFTER 1964-65, INDICATE THE EXTENT TO WHICH THE ESEA, TITLE II PROGRAM WAS INFLUENTIAL IN EFFECTING THESE DEVELOPMENTS.

ORGANIZATION OR FACILITY IN THIS SCHOOL	EXISTING IN 1964-65		IMPROVED SINCE 1964-65		INSTITUTED SINCE 1964-65		EXTENT TO WHICH THE ESEA, TITLE II PROGRAM INFLUENCED THE CHANGE SINCE 1964-65					
							NO EXTENT	SLIGHT	MODERATE	SUBSTANTIAL	DON'T KNOW	NOT APPLICABLE
	YES	NO	YES	NO	YES	NO	1	2	3	4		
a	b	c	d	e	f	g	h	i	j	k	l	m
07 (1). CLASSROOM COLLECTIONS OF MATERIALS												
(2). CATALOGING OF CLASSROOM COLLECTIONS												
(3). MEDIA CENTER												
(4). AUDIO-VISUAL MATERIALS IN THE MEDIA CENTER												
(5). RESOURCE CENTERS												
(6). RECENTLY DEVELOPED TECHNOLOGICAL EQUIPMENT IN THE MEDIA CENTER												

14. MATERIALS MADE AVAILABLE **FOR THE FIRST TIME** DURING OR AFTER 1965-66. CHECK EACH TYPE OF INSTRUCTIONAL MATERIAL WHICH WAS **NOT** AVAILABLE TO THE CHILDREN AND TEACHERS OF YOUR SCHOOL IN 1964-65 AND WHICH WAS PURCHASED BETWEEN SEPTEMBER 1965 AND JUNE 1968 WITH FUNDS PROVIDED BY ESEA, TITLE II FOR USE IN YOUR SCHOOL. *(Check all that apply.)*

(1). ☐ MAPS (2). ☐ GLOBES (3). ☐ FILMSTRIPS (4). ☐ PICTURE SETS

(5). ☐ TAPE RECORDINGS (6). ☐ DISK RECORDINGS (7). ☐ PERIODICALS (8). ☐ TRANSPARENCIES

(9). ☐ 8MM FILMS (10). ☐ MICROFILM (11). ☐ ART PRINTS (12). ☐ PAPERBACK BOOKS

(13). ☐ MUSICAL SCORES (14). ☐ PROFESSIONAL JOURNALS (15). ☐ RESEARCH REPORTS (16). ☐ REPORTS ON EXPERIMENTAL OR INNOVATIVE PROGRAMS

(17). ☐ OTHER *(Specify)*

15. RATE THE FOLLOWING CHARACTERISTICS OF SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS AVAILABLE IN YOUR SCHOOL FOR PUPIL USE IN 1964-65 AND IN 1967-68, BY TYPE OF MATERIAL. *(Check one box for each characteristic and each type of material for each year.)*

CHARACTERISTICS	TYPES OF SCHOOL LIBRARY RESOURCES AND OTHER INSTRUCTIONAL MATERIALS																			
	PRINTED MATERIALS										AUDIO-VISUAL MATERIALS									
	1964-65					1967-68					1964-65					1967-68				
a	b POOR	c FAIR	d GOOD	e EXCELLENT	f NOT APPLICABLE	g POOR	h FAIR	i GOOD	j EXCELLENT	k NOT APPLICABLE	l POOR	m FAIR	n GOOD	o EXCELLENT	p NOT APPLICABLE	q POOR	r FAIR	s GOOD	t EXCELLENT	u NOT APPLICABLE
(1). RELEVANCE TO UNITS OF STUDY AND/OR CURRICULUM																				
(2). RELEVANCE TO PUPIL NEEDS																				
(3). TIMELINESS *(Materials are up to date)*																				
(4). QUALITY OF CONTENT																				
(5). QUALITY OF FORMAT																				
(6). SUFFICIENCY *(Quantity of materials)*																				
(7). VARIETY *(Different types of materials)*																				

16. CONSIDERING THE FOLLOWING PRACTICES OF CLASSROOM TEACHERS IN YOUR SCHOOL PRIOR TO THE ESEA, TITLE II PROGRAM IN YOUR SCHOOL, CHECK WHETHER THESE PRACTICES HAVE **INCREASED** SINCE TITLE II MATERIALS HAVE BEEN AVAILABLE IN YOUR SCHOOL. THEN CHECK THE EXTENT TO WHICH THE INCREASE IS ATTRIBUTABLE TO THE ESEA, TITLE II PROGRAM.

CLASSROOM TEACHER PRACTICES	TEACHER PRACTICES HAVE INCREASED SINCE SINCE THE BEGINNING OF ESEA, TITLE II OVER PRACTICES PRIOR TO ESEA, TITLE II				EXTENT TO WHICH INCREASE IS ATTRIBUTABLE TO ESEA, TITLE II PROGRAM					
	YES	NO	DON'T KNOW	NOT APPLICABLE	1 NO EXTENT	2 SLIGHT	3 MODERATE	4 SUBSTANTIAL	DON'T KNOW	NOT APPLICABLE
a	b	c	d	e	f	g	h	i	j	k
(1). EVALUATES MATERIALS BEFORE PURCHASE										
(2). GIVES ASSISTANCE TO YOU IN SELECTING NEW MATERIALS										
(3). USES PROFESSIONAL MATERIALS										
(4). REQUESTS ASSISTANCE FROM YOU IN LOCATING MATERIALS										
(5). BRINGS CLASSES TO THE MEDIA CENTER FOR TRAINING IN ITS USE										
(6). BORROWS MATERIALS FOR CLASSROOM WORK										
(7). REQUESTS YOUR PARTICIPATION IN TEAM TEACHING OR OTHER INSTRUCTIONAL ACTIVITIES										

17. CHECK WHETHER OR NOT THERE HAS BEEN AN INCREASE IN PUPIL USE OF THE MEDIA CENTER FOR THE PERIOD 1965-66 THROUGH 1967-68 AND THE EXTENT TO WHICH THE INCREASE IS ATTRIBUTABLE TO THE ESEA, TITLE II PROGRAM. IF YOUR SCHOOL DOES NOT HAVE A MEDIA CENTER, CHECK HERE ☐ AND GO ON TO ITEM 19.

PUPIL USE	INCREASE FOR THE PERIOD 1965-66 THROUGH 1967-68		IF "YES", EXTENT TO WHICH INCREASE IS ATTRIBUTABLE TO ESEA, TITLE II PROGRAM				
	YES	NO	NO EXTENT 1	SLIGHT 2	MODERATE 3	SUBSTANTIAL 4	DON'T KNOW
a	b	c	d	e	f	g	h
(1). PUPILS ARE USING THE MEDIA CENTER FOR CLASS ASSIGNMENTS							
(2). PUPILS ARE READING FOR PLEASURE							
(3). PUPILS WITH READING DIFFICULTIES ARE FINDING USEFUL MATERIALS							
(4). PUPILS ARE BORROWING AUDIO-VISUAL MATERIALS TO USE AT HOME							
(5). GIFTED PUPILS ARE FINDING USEFUL MATERIALS							

18. DURING 1967-68, WHAT WAS THE ROLE OF THE SCHOOL MEDIA CENTER PERSONNEL IN THE SELECTION OF MATERIALS PURCHASED WITH ESEA, TITLE II FUNDS? *(Check all the items which apply.)* IF MATERIALS IN ONE OR MORE CATEGORIES WERE NOT PURCHASED, MARK THAT CATEGORY "NA" *(Not Applicable).*	SCHOOL LIBRARY RESOURCES a	TEXTBOOKS b	OTHER INSTRUCTIONAL MATERIALS c
(1). WORKS WITH SCHOOL DISTRICT MEDIA PERSONNEL IN DEVELOPING A COLLECTION OF MATERIALS FOR THE SCHOOL DISTRICT AS A WHOLE			
(2). SELECTS OR HELPS SELECT MATERIALS FOR THE LOCAL SCHOOL MEDIA CENTER EXCLUSIVELY			
(3). HAS NO ROLE OR A MINOR ROLE IN THE SELECTION OF MATERIALS			
(4). OTHER *(Specify)*			

19. DURING 1967-68, WHAT WAS THE ROLE OF CLASSROOM TEACHERS IN SELECTING MATERIALS PURCHASED WITH ESEA, TITLE II FUNDS? *(Check all that apply.)*	SCHOOL LIBRARY RESOURCES a	TEXTBOOKS b	OTHER INSTRUCTIONAL MATERIALS c
(1). MADE SUGGESTIONS FOR DEVELOPING A COLLECTION OF ESEA, TITLE II MATERIALS FOR THE SCHOOL DISTRICT AS A WHOLE			
(2). MADE SUGGESTIONS FOR DEVELOPING A COLLECTION OF ESEA, TITLE II MATERIALS FOR THE LOCAL SCHOOL MEDIA CENTER			
(3). SYSTEMATICALLY PREVIEWED OR EXAMINED MATERIALS IN ORDER TO EVALUATE THEM BEFORE PURCHASE			
(4). HAD NO ROLE OR A MINOR ROLE IN THE SELECTION OF MATERIALS			
(5). OTHER *(Specify)*			

20. CHECK ALL OF THE FOLLOWING PRACTICES THAT WERE USED IN 1967-68 IN SELECTING MATERIALS TO BE PURCHASED UNDER ESEA, TITLE II FOR YOUR SCHOOL. IF MATERIALS IN ONE OR MORE CATEGORIES WERE NOT PURCHASED, MARK THAT CATEGORY "NA" *(Not Applicable).*	SCHOOL LIBRARY RESOURCES a	TEXTBOOKS b	OTHER INSTRUCTIONAL MATERIALS c
(1). SELECTION FROM APPROVED STATE OR DISTRICT LISTS ONLY			
(2). SELECTION FROM STANDARD SELECTION TOOLS AND/OR REVIEWING MEDIA			
(3). USE OF PROFESSIONAL BIBLIOGRAPHIES OF MATERIALS			
(4). REVIEW OF MATERIALS BEFORE ORDERING			
(5). SELECTION BY TEACHERS AND OTHER INSTRUCTIONAL PERSONNEL			

SIGNATURE OF RESPONDENT	TELEPHONE		DATE
	AREA CODE	NUMBER	

GPO 866-194

ESEA TITLE II
DEFINITIONS FOR NATIONAL SURVEY

ANNUAL EXPENDITURES FOR INSTRUCTIONAL MATERIALS include expenditures for school library resources, textbooks, and other instructional materials.

AUDIO-VISUAL MATERIALS include filmstrips; films; tape and disk recordings; slides; graphic materials including study prints, art prints, pictures and other graphics such as posters, charts, and diagrams; globes; maps; microfilm; transparencies and transparency masters; realia (three-dimensional objects; museum materials, diagrams, models, and samples); kits; art objects; video tape recordings; and dial-access programs.

CATALOGING OF MATERIALS, see "Cataloged instructional materials".

CATALOGED INSTRUCTIONAL MATERIALS are any materials which have been identified in a catalog which records, describes, and indexes the resources of a media center as distinct from instructional materials which are merely physically arranged for use and are not indexed and described individually by item.

CENTRALIZED ORDERING OF INSTRUCTIONAL MATERIALS is the ordering of materials by one central agency for more than one school or media center.

CENTRALIZED PROCESSING of school library resources is the processing of instructional materials by one central agency for more than one school or media center. Preprocessing, for the purposes of this study, refers to processing performed before the instructional materials are delivered to the individual schools where they are placed for use.

CHILDREN are those persons who are in attendance in elementary or secondary schools of a State which provide education or which comply with State compulsory school attendance laws or are otherwise recognized by some procedure customarily used in the State. The age limits are the permissible ages for attendance at the public elementary and secondary schools of the State, but "children" does not include persons enrolled in adult education courses, or in courses beyond grade 12.

CHILDREN PARTICIPATING IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS are those for whose use instructional materials have been acquired with ESEA, Title II funds at the request of public school officials and to whom such materials have been made available. Numbers of such children are considered to be equivalent to the October 1 enrollment of the schools in the years indicated.

CHILDREN PARTICIPATING IN PRIVATE ELEMENTARY AND SECONDARY SCHOOLS are those for whose use instructional materials have been acquired with ESEA, Title II funds at the request of representatives of private schools and to whom such materials have been made available. Numbers of such children are considered to be equivalent to the October 1 enrollment of the schools in the years indicated.

CLASSROOM COLLECTIONS are instructional materials permanently housed in single classrooms and not administered from a central media center.

CLASSROOM TEACHERS are persons employed to instruct pupils in a situation where the teacher and the pupils are in the presence of each other. The term does not include media specialists or other instructional personnel.

CURRENT EXPENDITURES include all expenditures for the regular operation of the school plant and the instructional program, including such accounts as salaries, operation and maintenance of plant, food services, student activities, and community services. "Current expenditures" exclude capital outlay and debt service, which consists of expenditures for the retirement of debt and expenditures for interest on debt, except principal and interest of current loans.

CURRICULUM LABORATORIES are facilities where special assistance is provided to members of the instructional staff in planning and preparing for instruction.

CURRICULUM NEEDS are needs for those materials required to support the instructional program of the school.

DISTRICT MEDIA CENTER is a media center located in or administered by a school system central office which circulates books, other printed materials, or audio-visual materials and equipment to the schools of the system.

ELEMENTARY SCHOOLS are schools classified as elementary by State and local practice and composed of any span of grades not above grade 8. The term includes kindergarten and prekindergarten levels if they are recognized by the State as a part of the elementary school system.

GIFTED PUPILS are those whose level of mental development has been identified by professionally qualified personnel as being so far advanced that they need additional educational opportunities beyond those provided by the usual school program.

INSTRUCTIONAL MATERIALS include all printed and audio-visual materials that have been purchased for use in the instructional program by children or teachers, EXCLUDING materials which cannot be expected to last more than 1 year, costs for repairing instructional materials, and equipment including shelving. It includes "school library resources", "textbooks", and "other instructional materials", as defined below.

INSTRUCTIONAL PERSONNEL are persons who are engaged in carrying out the instructional program of an elementary or secondary school, including principals, guidance counselors, media specialists, or other members of the instructional or supervisory staff.

INSTRUCTIONAL PERSONNEL PARTICIPATING are all those in public and private elementary and secondary schools enrolling children who are participating in the ESEA, Title II program.

LABORERS, SERVICE WORKERS, AND SKILLED, SEMI-SKILLED, AND UNSKILLED BLUE COLLAR WORKERS are workers such as filling station attendant, domestic worker, baby sitter, longshoreman, laundry worker, assembly line worker, machine operator, driver, cook, waiter, mail carrier, police officer, fireman, electrician, mechanic, or tailor.

LIBRARY BOOKS FOR BASIC COLLECTIONS are those books which provide a well-balanced collection. They satisfy the chief curricular needs as well as the reading interests of pupils in the school and can be used as a nucleus for larger collections.

MATERIALS FOR ADVANCED PLACEMENT are those which supplement materials normally found in a secondary school and support courses of study which will permit pupils, on the completion of secondary school, to enroll in college classes beyond the beginning level.

MATERIALS FOR INDEPENDENT STUDY are those used by pupils who are individually carrying on a course of study at their own rate of progress and with a minimum of supervision.

MATERIALS FOR TEACHING ENGLISH AS A SECOND LANGUAGE are those designed for the use of teachers in the instruction of pupils from homes where English is not spoken as the native language.

MATERIALS FOR THE GIFTED are those materials supplementary to basic textbooks or media center collections acquired for the use of pupils possessing ability well above the norm in one or more subject areas.

MATERIALS FOR THE HANDICAPPED are those printed and audio-visual materials especially suitable for use by children who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or otherwise health impaired or by their teachers. Some examples of materials are talking books, captioned films for the deaf, and materials especially selected for use in bibliotherapy.

MATERIALS WHICH FOSTER INTERCULTURAL UNDERSTANDING include those materials that reflect, in content and illustration, the existence of various minority groups in America. Such materials accurately represent the heritage and cultural contribution of such groups as Negroes, American Indians, Orientals, and those with Spanish surnames.

MEDIA AIDES include paid adult personnel such as clerks, typists, and other clerical personnel who perform clerical and secretarial work, distributive functions for the loan of materials, or assist with the organization and use of materials. Media aides with some college training may also be assigned semiprofessional duties and responsibilities.

MEDIA PERSONNEL include media supervisors, media specialists, media aides, technicians, and volunteers.

MEDIA PROGRAMS are those services performed by media specialists in the media centers through leadership and guidance in the selection, acquisition, organization, management, and use of instructional materials.

MEDIA SPECIALISTS are full-time certified personnel assigned to one or more school buildings who have not less than twelve hours of library science and/or audiovisual education and who have at least half of their workload devoted to service as a "media specialist". These persons may have a variety of titles such as school librarian, audio-visual specialist, or building coordinator. "Media specialists" assigned to more than one school are not to be confused with media supervisors.

MEDIA SUPERVISORS are advisers and other resource personnel in a school system who are charged with specific supervisory responsibilities at the system level in a planned program of developing and improving media services and resources. These personnel may have a variety of titles such as supervisor, consultant, coordinator, specialist, or director.

OTHER INSTRUCTIONAL MATERIALS include the same types of materials as those in "school library resources" but are not processed and organized for use.

OTHER WHITE COLLAR WORKERS are workers such as bookkeeper, sales clerk, office clerk, secretary, typist, etc.

PHYSICALLY, MENTALLY, EMOTIONALLY HANDICAPPED PUPILS are those pupils who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or otherwise health impaired.

PREPROCESSING - See "Centralized Processing".

PRINTED MATERIALS include books; magazines; newspapers; pamphlets, clippings, and ephemeral materials; catalogs; and printed programed materials.

PRIVATE SCHOOLS are schools established by an agency other than the State or its subdivisions which are primarily supported by other than public funds, and in which program operations rest with other than publicly elected or appointed officials.

PROFESSIONAL BIBLIOGRAPHIES OF MATERIALS are those prepared by State, district or local personnel, or by professional organizations for use in selection of materials. Usually they are limited to special subject areas or types of materials for certain levels of instruction or are directed to special groups of users.

PROFESSIONAL MATERIALS FOR TEACHERS are those acquired to further professional growth and increase effectiveness in the classroom. They include such types of materials as professional journals, materials on methods of instruction, general works on education, standard selection tools, and media which review printed and audio-visual materials, reports on research and demonstration, and materials in the subject fields being taught or related to those being taught in the school.

PROFESSIONAL, TECHNICAL, AND MANAGERIAL WHITE COLLAR WORKERS are workers such as accountant, teacher, doctor, engineer, librarian, social worker, registered nurse, artist, draftsman, surveyor, medical or dental technician, sales manager, store manager, office manager, factory supervisor, foreman in a factory or mine, union official, real estate or insurance salesman, factory representative, etc.

PROFESSIONALS CONCERNED WITH CENTRALIZED PROCESSING for purposes of this study are those personnel, usually librarians, who supervise at the district level, the technical processing, cataloging, and physical preparation of instructional materials acquired for use in more than one school. They may also supervise the ordering of such materials.

PROGRAMED MATERIALS are those providing a sequence of carefully constructed items leading the pupil to mastery of a subject with minimal error. The distinguishing characteristic of programed materials is the testing procedure to which they are subjected. Empirical evidence of the effectiveness of each teaching sequence is obtainable from the performance records of pupils.

PUBLIC SCHOOLS are schools operated by publicly elected or appointed school officials in which the

programs and activities are under the control of these officials and which are supported by public funds.

RECENTLY DEVELOPED TECHNOLOGICAL EQUIPMENT includes equipment such as computers, television, 8 mm. projectors and film loops, and dial access systems.

REGIONAL MEDIA CENTER (multi-district) is a media center which serves more than one school district and is supported in whole or part by public funds from the school districts served.

RESOURCE CENTERS are supplementary school media centers, structured on a subject or grade level basis, containing special collections of instructional materials administered by the school media center.

RURAL AGRICULTURAL WORKERS include workers such as farmers, farm managers, farm laborers (except migrant), and farm foremen.

SCHOOL DISTRICT SERVICES FOR MEDIA PROGRAMS are those services provided at the school district level and designed to develop and improve media programs in individual schools and school media centers through the provision of leadership, guidance, and assistance in the selection, acquisition, organization, and use of instructional materials.

SCHOOL LIBRARY RESOURCES are books, periodicals, documents, pamphlets, photographs, reproductions, pictorial or graphic works, musical scores, maps, charts, globes, sound recordings, including but not limited to those on disks and tapes; processed slides, transparencies, films, filmstrips, kinescopes, and video tapes, or any other printed and published materials of a similar nature made by any method now developed or hereafter to be developed, and which are processed and organized for use by elementary or secondary school children and teachers.

SCHOOL MEDIA CENTERS are instructional materials centers administered as a unit in individual schools where books, audio-visual materials, and other instructional materials are made available to pupils and teachers of the school. The term is also being used in this survey to refer to units in a transitional stage where collections presently consist largely of printed materials. Other terms which often apply to the media center are school library, instructional materials center, learning center, educational materials center, or any equivalent.

SECONDARY SCHOOLS are schools comprising any span of grades beginning with the next grade following the elementary school and ending with or below grade 12, including junior high school, the different types of high schools and vocational or trade high schools.

SPECIAL PUPIL NEEDS means the needs for instructional materials in addition to those normally provided in a school. Groups of pupils requiring such special materials may include the disadvantaged, the gifted, the handicapped, members of minority racial and ethnic groups, those for whom English is a second language, and slow learners.

STATE AND LOCAL TAX SOURCES are all those sources of income for a school district excluding gifts and Federal grants.

STATE MEDIA CENTER, for the purposes of this study, refers to a media center which is administered by a State agency and which provides services with instructional materials to schools or individual teachers or pupils.

SUPPLEMENTARY TEXTBOOKS are those textbooks, reusable workbooks, or manuals not intended for use as a principal source of study material for a given class or group of pupils.

TECHNICIANS are paid adult personnel with specialized skills who assist with the production of materials and the maintenance and repair of materials and equipment.

TEXTBOOKS are books, reusable workbooks, or manuals, whether bound or in looseleaf form, intended for use as a principal source of study material for a given class or group of students, a copy of which is expected to be available for the individual use of each pupil in such class or group.

VOLUNTEERS are part-time or full-time unpaid adult media aides or technicians.

WELFARE RECIPIENTS OR THE CHRONICALLY UNEMPLOYED include persons who are currently receiving welfare payments and persons who are not regularly employed.